


SIG Form 1–Application Cover Sheet**School Improvement Grant (SIG)
Application for Funding****APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.**

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

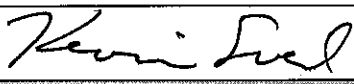
County Name: San Mateo		County/District Code: 41-68999-0109561
Local Educational Agency (LEA) Name Stanford New School		LEA NCES Number: 11431
LEA Address 695 Bay Rd		Total Grant Amount Requested \$3,560,639
City Menlo Park	Zip Code 94025	
Name of Primary Grant Coordinator Kia Darling-Hammond		Grant Coordinator Title Associate Director of Special Programs
Telephone Number 650-847-1203 x331	Fax Number 650-847-1232	E-mail Address kdarlinghammond@stanfordschools.org
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Kevin Sved		Telephone Number 650-847-1203 x337
Superintendent or Designee Signature 		Date 8/31/2010

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.


[illegible]

SIG Form 2–Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
41-68999-0109561	Stanford New School	Kevin Sved	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Stanford New School
Authorized Executive:	Kevin Sved
Signature of Authorized Executive	

Stanford New School
Minutes of the Board of Directors
May 26, 2010, 9:30 am
Location: Via Teleconference

Attendees:

Attendee Name	Present
Michael Rogan	Not present
Carl Feinstein	Present
Linda Darling-Hammond	Present
Patrick Dunkley	Present
Shelley Goldman	Not present
Philip Taubman	Present
Tashia Morgridge	Present
Angela Nomellini	Present
Mindy Rogers	Present
Miriam Torres	Not present
Deborah Stipek	Present
Maria de la Vega	Not present
Vijay Shriram	Present

I.A. Call to Order

Meeting was called to order at 9:34 am

I.B. Roll Call and Establish Quorum

8 of 13 voting members were present at 9:36 am and a quorum was established.

II. Public Comment

There were no public comments.

III. Public Session

A. Approval for Submission of School Improvement Grant

A motion was made to approve the School Improvement Grant application, with final modifications to be made by CEO Kevin Sved.

Motion: Angela Nomellini

Second: Carl Feinstein

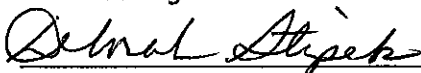
Vote: Unanimous

IV. Adjourn

The meeting was adjourned at 10:01 am.

Certification

I certify that I am the President of Stanford Schools Corporation, a California nonprofit public benefit corporation and that these minutes, consisting of 1 page, are the minutes of the meeting of the Board of Directors held on May 26, 2010.



Deborah Stipek

SEE ATTACHED

SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements, B. Narrative Response Requirements* on page 22 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis
Response:
ii. Selection of Intervention Models
Response:
iii. Demonstration of Capacity to Implement Selected Intervention Models
Response:
iv. Recruitment, Screening, and Selection of External Providers
Response:
v. Alignment of Other Resources with the Selected Intervention Models
Response:
vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)
Response
vii. Modification of LEA Practices or Policies
Response:
viii. Sustainment of the Reforms after the Funding Period Ends
Response:
ix. Establishment of Challenging LEA Annual School Goals for Student Achievement
Response:
x. Inclusion of Tier III Schools (if applicable)
Response:
xi. Consultation with Relevant Stakeholders
Response:

Background

East Palo Alto Academy began as a charter high school to serve the East Palo Alto community – one with among the lowest income and parent education levels in California. The community had been without a high school since 1976, when its local high school was closed due to desegregation. After that time students (then nearly 100% African American) were bused to neighboring high school districts, from which the majority failed to graduate. At the invitation of the Ravenswood City School District superintendent, the school opened its doors in September of 2001, serving 80 9th graders in its first year of operation and grew a grade a year until 2005, when the first class of students graduated with a graduation rate of 90% and a college admissions rate of more than 90% of those graduates. These high rates of graduation and college-going have been continued each year since.

In 2007, an elementary program was added to the charter, which, along with the high school program, formed one charter school for purposes of state reporting and accountability. The expanded school operated under the aegis of the newly formed Stanford New Schools (SNS). The elementary program began with K-1 and a 6th grade and added an additional grade level each year. To maintain the association with the history of the high school and honor the connection to the East Palo Alto community, we continue to identify the programs as East Palo Academy. To distinguish the Elementary and High School programs, we refer to these school programs as East Palo Alto Academy Elementary School (EPAAES) and East Palo Alto Academy High School (EPAAHS).

When the charter renewal date came up in spring of 2010, EPAAES was three years old, and served students in grades K-4 and 8th grade. It had test score data for only two years for grade levels 2-4 and 8. Although the school's scores were higher than those of some now-successful charter schools when they began, they were lower than those of the EPAAHS and of longer-established elementary schools in the district. The scores in the 8th grade were significantly higher than those in the lower grades of the school.

Given concerns about the low test scores in the early elementary grades, the Ravenswood City School Board voted on April 22nd to issue a charter renewal that would, for the 2010-11 school year, suspend operation of grades K-4, with students in those grades to be transferred to other Ravenswood City Schools, and to authorize operation of grades 5 and 9-12.

This proposal is to support additional changes and improvements to the operations of East Palo Alto Academy to strengthen student achievement using the transformation model offered by the School Improvement Grant.

1. Needs Analysis

The Needs Analysis Process

A comprehensive needs assessment of the school began in the fall of 2009, in part to prepare for WASC accreditation and in part because achievement scores for the high school had leveled off after several years of substantial growth, and initial scores for the elementary school were relatively low. One key aspect of the process was facilitated by consultants from the Performance Fact organization. The process involved all Stanford New Schools staff, including central office, school site leadership, and teachers. SNS Central's Leadership Team, functioning as the Local Education Agency, met weekly from September through December. During these meetings, the LEA:

- used student achievement data to establish and communicate instructional priorities and strategies for improved student learning and achievement;
- refined the vision, mission, values and priorities to focus on the achievement and needs of all students, especially English language;
- aligned fiscal resource allocation with measurable student learning outcomes;
- provided multiple opportunities for parents to receive student and school information, and be a part of decision-making;
- provided opportunities for teachers to collaborate on the analysis and application of assessment data to improve curriculum, instruction, and student achievement.

Throughout the process, other stakeholders such as parents, EPA community members, and Stanford faculty were consulted and provided with opportunities for review and feedback on the development of student learning outcomes and plans for improvement.

The process began with a thorough examination of all student learning data available from state test and local benchmark exams, as well as evidence regarding student attendance, course progress, and surveys of students, parents, and teachers. A "four Lens" Protocol was used to analyze that data: (1) *Growth* by examining cohorts; (2) *Consistency* by analyzing different groups of students at the same grade level or same subject from one grade to another; (3) *Equity* by assessing gaps between disaggregated groups; (4) *Standards* by analyzing how students are progressing toward proficiency (see page 27). Most of the student achievement data analyses occurred in within- or across-grade level teacher groups at the elementary school, and subject-matter groups at the high school. These meetings were facilitated by the principal or the Chief Academic Officer (CAO).

Findings from these data are summarized later in this section. Strengths and weaknesses and their underlying causes were analyzed. Together the staff identified four research-based principles (referred to as "pillars") on which to develop an integrated set of educational practices for teachers, administrators, and the organization:

1. evidence-based continuous improvement;
2. equitable access to standards-aligned, rigorous instruction;
3. culturally responsive, differentiated teaching; and
4. positive learning climate.

These pillars or principles were affirmed by parents and community members who attended “stake-holder” meetings. They align to the program improvement strategies underway in the school and are integrated into the four major components of the School Improvement Grant described below.

This process was continued in the planning for this School Improvement Grant. It included additional meetings of a planning group, comprised of a subset of teachers, the principals, the CAO and the newly hired Chief Executive Officer (CEO). Input was also received from: (1) the school Steering Committee, which is comprised of central and school-site staff (administrators and faculty), Stanford faculty, and a parent representative; the staff as a whole; and (3) the schools’ parent groups, including representatives from the English Language Advisory Council.

Current School Status

Because the configuration of the school for the coming year involves grades 5 and 9-12, this updated needs assessment focuses on those grade levels.

The East Palo Alto Academy High School (EPAAHS) — which accepts students by lottery and is now 20 percent African American, 70 percent Latino, 10 percent Pacific Islander, more than half of them English language learners and more than 90 percent low-income — made substantial progress over the years since it was founded. In 2009, it had:

- A graduation rate of 86 percent—well above the state average of 80 percent and the statewide average graduation rate of approximately 65 percent for African American and Latino students.
- A college admission rate of 96 percent of graduates; with 53 percent admitted to 4-year colleges, more than twice the rate for California students as a whole.
- An Early College program in which 125 of the school’s students earned more than 550 college credits while they were still in high school, with more than 40 percent earning an “A” and some graduating with a full year of college already completed.
- Achievement gains of 180 points on the Academic Performance Index (API), the state’s measure of academic achievement, over the last seven years, and 86 points over the last five years.

Despite these gains, there is still substantial work to do to raise student achievement. The school’s API score leveled off and dipped slightly in the last two years, both as a consequence of the addition of the lower-scoring elementary school grades and

because the high school grades did not maintain the rate of gain previously exhibited. (As of 2009, the high school API was 615, and the elementary school API was 594, for a combined API of 606 and a similar schools rank of "4"). In addition, the high school has been more successful in moving students' scores from the "far below basic" to "basic" level than it has in enabling students to reach levels of "proficient" and "advanced" on the state tests.

The school also needs to support more effectively a wide range of student needs, which have been exacerbated by growing unemployment and poverty in the East Palo Alto community. The community, once virtually all-African American, is now predominantly Latino. Many families are new immigrants from Mexico and other parts of Central and South America. Most families in East Palo Alto have incomes below the federal poverty line, and more than 90% of school children are eligible for free or reduced-price lunches. School surveys indicate that nearly $\frac{3}{4}$ of students' parents were born in a country other than the United States. About $\frac{2}{3}$ of the parents have less than a high school education.

The remaining section on the needs analysis, and the plans that follow in the next section, are organized around five major areas of work:

1. Curriculum and teaching supports
2. Student supports
3. Data used to drive continuous improvement
4. Staff effectiveness
5. Alignment of resources to support school improvement

1. Curriculum and Teaching Supports

A set of charts and graphs summarizing state test data are included in Appendix A. These data undergird the following discussion of the trends between 2007 and 2009, which provides the basis for our diagnosis of strategies for the transformation model.

At the high school level, these data show that steady gains have been made in most subject areas for most students. However, overall levels of proficiency continue to be low. In particular, there are ongoing challenges in enabling English Language Learners to reach proficiency on the California STAR exams.

In the East Palo Alto community, which has a continuing flow of new immigrant students, many of EPAA's entering students, even at the high school level, are new English language learners. In 2009, more than 10% of entering 9th graders spoke little or no English, and more than half had limited English proficiency. Many students speak conversational English but demonstrate weak academic English skills.

In 2008-09, 93% of the school's incoming 9th graders from schools in the Ravenswood district tested at a fifth grade reading level or below. This was a lower level of proficiency for entering freshmen than the school had experienced before, and has posed new challenges for the school.

An analysis of the CST data shows that gains occurred between 2007 and 2009 in the percentage of students scoring at basic or above in nearly all subject areas and grade levels except 9th grade, where the entering cohort of students began with weaker literacy skills than prior cohorts. (There was also a small decrease in biology at grade 10, from 65% to 63%.) CAHSEE pass rates increased substantially in both ELA and math.

In many cases the steepest gains were realized by English language learners; however, ELL students remained behind their English proficient peers in nearly all courses except mathematics. Furthermore, little progress was made in moving students beyond the "basic" level of performance to "proficient" or "advanced."

While there is noticeable growth from 9th to 12th grade on the CELDT results in listening, speaking, reading, and writing, the school's students have achieved proficiency in reading (as measured by the CELDT) at rates of only about 80% by 12th grade, while proficiency rates are well over 90% in listening and writing.

At the elementary level the current fourth graders (next year's 5th graders) showed gains in CST Math at all levels of proficiency, reducing the percentage of students scoring Far Below Basic and Basic and increasing the percentage of students in Basic, Proficient, and Advanced from 2008 to 2009.

While there were gains in math, there were no gains in performance on CST English Language Arts for the cohort of current fourth graders as shown in the AYP data (Appendix A). However, the subset of fourth-grade students who were enrolled in EPAAES for all three years did make gains on CST in both English Language Arts and Math (see Appendix A for longitudinal data), suggesting greater success for those experiencing the school's program over a longer period of time.

This analysis of the data was accompanied by an analysis of school curriculum and instruction practices. This review revealed that it has been a standard practice at both the elementary and the high school to develop curriculum maps to align teaching with the grade level content standards in English Language Arts and Math, as well as the other subject areas. Standards-aligned instructional materials have been adopted for use in each subject area.

However, professional development has not been adequately focused on strategies for systematic review of curriculum and student performance. There is a need to improve curriculum alignment across classrooms, and also to develop teachers' skills in implementing meaningful student performance reviews and identifying strategies to address identified students' needs.

During the 2009-10 academic year, every Wednesday afternoon from 2:00-4:30 was used for Staff Conferences. The general focus was on governance issues, operations, staff concerns, review of data reports, and calibration of rubrics for performance assessments. Once a month this time was used for meetings by grade level, departments, and study teams. The new plan to focus more of this staff development time on focused instructional improvement is discussed below. There is also a need for professional development in English language development strategies (described in the next section). Staff turnover has reduced the consistency in the use of the strategies that teachers had been taught several years ago.

The needs analysis pointed to a lack of consistent support to help teachers strengthen their literacy strategies. Similarly, inconsistent methodology across the classrooms demonstrates the need for regular coaching in effective ELD strategies. With the increasingly low achievement levels of most incoming students, additional intervention programs are necessary to move all students to proficiency in Language Arts.

In math, results suggested that considerable efforts are needed to help students close gaps in their understanding as they enter higher-level mathematics content. One-on-one tutoring available to some students at the high school level was helpful, and 8th grade students performed better on unit tests when teachers made regular opportunities for them to supplement their instruction with Cognitive Tutor from Carnegie Learning. Teacher feedback suggested that the student gains were at least partially attributable to the teachers having increased opportunities to work with students individually and in small groups as other students were engaged in the Cognitive Tutor program. However, due to limited access to technology and the limited number of software licenses, the result was limited to only 8th grade students and for only particular math units when the computer carts were available. Analysis of available technology resources showed that math teachers had limited access to the computer carts and that two additional carts would be necessary to provide students in all math classes a regular opportunity (2 days a week) to benefit from the Cognitive Tutor.

2. Student Supports

To allow students to take full advantage of the curriculum, the needs analysis identified several kinds of student supports that are also critically important. These include both academic and social supports.

Academic Supports. For students who enter the upper grades well behind their peers and with significant learning needs, both more time on task and more targeted supports are needed. EPAA has found that students who take advantage of the after school tutorial and credit recovery support it offers have made stronger gains in achievement than similar students who have not taken advantage of these supports. However, many students are unable to stay after school because of jobs they must hold to support the family or babysitting younger relatives that enables other family members to go to work.

In addition, as in many low-income communities, students experience a significant drop in achievement between spring and fall due to summer learning loss. Many studies estimate that this loss can be significant. While we are able to place some of our most able students in summer enrichment programs with scholarships, most students lack the resources and opportunity to attend summer programs, especially as local summer school programs have been eliminated in budget cuts. These observations, as well as comparisons of spring and fall assessment results, indicate that there is a need for intensive summer learning program for all students to prevent summer learning loss.

School data show that many students are not able to complete the schoolwork they are given and keep up with the curriculum pacing. This points to a need for increasing the learning time in school. There is a need to offer these extended learning opportunities both afterschool and on Saturdays to serve all students who need additional support.

Parents surveys as well as feedback from monthly parent meetings indicate that parents want to better understand the college admissions process and the impact of course selection, grades, and test scores. Most parents do not utilize their powerschool logins to monitor academic progress and student behaviors and they have identified the need for ongoing training in the use of powerschool. Additionally, some parents have expressed concern about the lack of timely information communicated by the school, which has contributed to their lack of involvement. Parents also want to have a better understanding of school budgets and are interested in being invited to attend leadership meetings at all levels of the organization.

Social Supports. Students experience many conditions that create stress in their own lives and for their families. East Palo Alto has a 20% unemployment rate, as compared to 12% in California; the Crime Index is 475 compared to 320 in the United States; fewer than half (48%) of adults over 25 years have a high school diploma and only 8% have a college degree; and 91% of the students at East Palo Alto Academy are eligible for free lunch. The needs analysis points to a need for:

- Expanding social work and psychological services to ensure that students have supports to manage the challenges they face so that they can focus on learning;
- Implementing an explicit social and emotional learning curriculum as part of the advisory program, to ensure that students learn coping skills to manage conflict, grief, and anger, and to provide them with the metacognitive and self-regulation skills to be productive students. Teacher surveys indicate a need for a structured program with appropriate professional development in order to support their efforts to meet the social and emotional needs of our student population. Furthermore, there is evidence that the challenges of working with our student population without such support has contributed to difficulties related to teacher retention.

3. Data Used to Drive Continuous Improvement.

Teachers at EPAA have aligned their curriculum to the California state standards across the subject areas and have recently begun to use a data management program to track student progress in some grades and subject areas, to identify needs as they emerge and respond with appropriate instruction.

In the elementary grades this effort has allowed teachers to map student progress on the standards with benchmark and interim tests and to adjust instruction accordingly. For example, standards-based pre-tests and post-tests are given in 6-8 week cycles. These assessments are generated from a variety of sources, including Pearson Success Net Test Builder, a component of EnVision math curriculum and California State released test questions. Three times a year (September, January, and June) teachers give the computerized Measure of Academic Progress (MAP) test, which is correlated to California State Standards for mathematics and language arts.

This effort to use data for instructional planning has been limited in the high school grades by a lack of technology tools for teachers and students, insufficient training for teachers, and inadequate support for data management and professional development for using data tools to engage in a cycle of inquiry and instructional adaptations. There is a need to support continuous use of student data from formative and interim assessments and from Powerschools data on attendance, behavior, home situations, and course progress. Teachers need to be able to monitor student progress and problem solve together about how to improve student achievement. This process will require:

- Adoption of a data management and reporting system for all grade levels, with training for all teachers and support from a data management specialist
- Development and implementation of interim and benchmark tests in all academic subject areas
- Creation of regular collaboration time for teachers to support their analysis of student learning and development of strong instructional plans.

4. Staff Effectiveness

Over the last several years, EPAA worked to create a highly-qualified teaching staff. Currently, a large majority hold masters' degrees and all are fully credentialed in the area in which they teach. Humanities teachers have all achieved dual credentialing in both English and History/Social Science. All teachers have an English language development (CLAD) credential or will have one by the end of 2010. Attention to diversity in hiring and staffing has resulted in a staff of whom more than half (16 of 30) are members of racial/ethnic minority groups.

However, a combination of financial factors and leadership shortcomings resulted in the loss of a number of senior teachers at the end of the 2008-09 school year, and hiring efforts produced a very inexperienced teaching force for the 2009-10 school year. As Table 1 shows, the average experience level of the teaching staff at the high school this past year was only 2.4 years. Experience levels were similar at the elementary school.

Table 1
East Palo Alto Academy High School
Credential Status and Experience of the Teaching Staff

Total Teachers Employed	2001-2002	2003-2004	2006-2007	2009-2010
Teachers with Full Credential	10	15	22	22
Teachers Teaching in Part Outside Credential Area	1	0	5	0
Teachers in Alternative Routes to Certification (Internship Programs)	0	1	1	0
Average Years Teaching at this School	3.1	4.0	6.4	2.4

A new, more experienced principal, with successful urban education experience, has been hired for the upcoming school year. With core staffing for the coming year completed, we know that nearly all of the staff will be retained for next school year, and no novice teachers are being hired, resulting in the more experienced cadre of teachers needed to support the instructional interventions planned. With staff retention and recruitment of experienced teachers, the average level of experience for teachers in 2010-11 is projected to be 3.6 for 2010-11, a step toward the more stable, experienced staff needed for the long-term.

In a careful review of teacher evaluation practices at EPAAHS the newly appointed CEO found that evaluations in 2009-10 focused on student engagement, but did not include a close examination of student performance and the quality of student work. Additionally, teachers who were determined to be falling short of standards were not

provided clear and consistent guidance. Thus, there is a need to strengthen the teacher evaluation processes to include measurable student outcomes and a more clearly defined set of teaching practices as determining factors in professional development, rewards, and rehiring decisions. There is also a need to adjust the administrator evaluation process to include goals for staff performance and measurable student achievement indicators in order to help ensure that the focus on improving academic performance is system-wide.

The needs analysis identified lack of clarity in the organization's structure as an impediment to staff effectiveness. Staff surveys and focus groups identified the need for greater clarity around lines of authority and roles and responsibilities of administrators. This confusion created situations in which decisions were sometimes not made or were misunderstood. This resulted in significant portions of the weekly staff development time being devoted to attempting to clarify these matters, often spending precious time focused on operational details rather than on instruction. An additional source of confusion resulted from having one administrator serve as Chief Academic Officer and another serve as Chief Operating Officer both reporting directly to the Board of Directors with no single executive staff member overseeing both sets of duties and being accountable for coordinating decisions about resource allocation and priorities.

5. Alignment of Resources to Support School Improvement

In 2009-10, Title I funds were used to provide literacy intervention at the elementary level with supplemental tutoring services, and college and guidance counseling at the high school by funding a full time College Counselor. Charter school block grants supported essential school site services, with over eighty percent allocated to teacher, office manager, and principal salaries and benefits. SNS raised private money to support the salaries of central office functions and the Vice Principal, in addition to modest support services for students. Support services that were initiated with private support included a 7th period to provide credit recovery to high school students, funding a two-week summer bridge program to help orient incoming 9th graders to the high school program, and a school social worker to help meet student social and psychological needs. The current needs analysis identified a greater need for funding to extend these services to more students and develop systems that will integrate these support services into the school structures in a cohesive manner.

2. Selection of Intervention Model

Rationale for Transformational Model

The Transformational Model was selected because it was the most suitable for the current circumstances of the school. A new principal has already been hired to begin during the summer of 2010, and instructional reforms had already been planned or undertaken over the 2009-10 academic year.

There is evidence that many of the interventions begun in the last two years are proving successful, as indicated by the data in Appendix A. As mentioned above, a longitudinal analysis of the current 4th grade class (that will continued as next year's 5th grade) reveals that student achievement has grown substantially in both ELA and math. In the high school, the percentage of students passing the CAHSEE exam has more than doubled in math and increased at nearly that rate in ELA. College-going has increased (to 96% of graduates overall, with 53% to four year colleges in 2009 – twice the state average) as a function of investments in the dual enrollment Early College program, as well as investments in teacher professional development in core academic courses.

The *Turnaround* Model was considered less desirable because well over 50% of the current school staff are, or have the potential of becoming expert teachers. Moreover, a considerable investment was made in developing the skills of the current staff during the current, 2009-10 academic year. This investment is expected to support efforts to make major improvement in student learning next year. The *Restart* Model did not apply because the school is already a charter school. *School Closure* was not considered to be in the best interest of the students because students from the community served by EPAA perform substantially less well in terms of course taking (e.g., A-G requirements), CAHSEE pass rates, and graduation and college going rates in most of the schools that they would go to if EPAA closed.

Reasons to Expect Success

The changes in leadership and focus noted above, coupled with EPAA's prior success, point to its potential. As mentioned above, since 2002-03, EPAAHS's API score increased by 180 points, and the high school completion and college going rates far exceed those for students in the community who attend other high schools. API scores leveled off, however, in the last two years, as staff turnover increased and some previously successful practices were not sustained, indicating a need for changes in leadership and a re-evaluation of practices. In addition, new strategies are needed to address the needs of an increasing proportion of students who have very low English proficiency, are further behind academically when they enter our school, and who, as a consequence of the economic downturn, have more significant personal challenges related to increased poverty.

The leveling off of scores led the leadership team to engage an outside firm to facilitate a deep and comprehensive review of every practice--from curriculum and instruction at the classroom level to the organization of the "central office." All stake holders, including parents, teachers, non-teaching staff, administrators, Stanford faculty, and Stanford New Schools board members were involved. Many of the changes described in this proposal were developed in the context of this comprehensive review.

Since the proposal reviews the changes in detail, just a few major changes are mentioned here.

1. We have substantially changed the leadership:
 - The central office was reorganized to have a Chief Executive Officer who has both instructional leadership and management experience overseeing all aspects of the organization. Previously, a Chief Operating Officer oversaw the central office and a Chief Academic Officer oversaw the instructional program. With both positions reporting to the Board chair, the structure undermined clarity and allowed important issues to be left unresolved, which impacted the organization's focus on improving instruction. The person hired in June as the CEO has extensive experience leading successful charter schools in Los Angeles.
 - A new principal was hired to begin in July. This person grew up in the East Palo Alto community and has had previous success creating and leading a small high school in Oakland that raised graduation rates, college-going, and achievement.
 - A new vice principal, previously a successful urban teacher leader and small learning community director, who is a Spanish speaker and has worked previously in the East Palo Alto community, was hired to begin in September.
2. Reducing the grades served from K-4, 8-12 in 2009-10 to grades 5, 9-12 in 2010-11 will increase the focus on supporting success for students in a narrower range of grades.
3. The teaching staff will be more experienced and expert:
 - Strong teachers were retained and provide continuity and greater experience next year;
 - Weaker teachers were not renewed;
 - Three newly hired teachers are successful teachers with urban teaching experience, shifting the school from having relatively inexperienced to more experienced teachers with proven records of success.
4. Curriculum and assessment have been overhauled to be much better aligned to the California standards, benchmark assessments have been developed to better track student progress, and a new system of processing and providing ongoing data analyses of student learning is being developed.
5. Professional development for teachers has been designed to improve management and discipline as well as instructional practices, focusing especially on developing strategies that are effective with English language learners

6. The School Improvement Grant, when funded, will enable the school to strengthen its academic program and expand and improve supports for students.

The school has had substantial success to build on, and the staff and leadership are deeply committed to improving students' learning. The SIG will provide the resources needed to implement the practices and provide the additional support our students need.

Transformation Model Elements

The detailed plans for the Transformation Model to be implemented by Stanford New Schools are described below in these five major areas of work:

1. Curriculum and teaching supports
2. Student supports
3. Data used to drive continuous improvement
4. Staff effectiveness
5. Alignment of resources to support school improvement

1A. Curriculum and Teaching Supports (English Language Development)

Based on the needs analysis described above, English Language Development and literacy are critical for success in achieving proficiency in grade level content standards. Consequently, Stanford New Schools has planned an intensive approach in support of a well-articulated English Language Arts curriculum with the continuous use of formative, interim and summative assessments. There are five aspects of our transformation approach to supporting stronger literacy development for all students:

- a) Review curriculum and student progress regularly to inform decisions about instructional strategies and pacing;
- b) Offer explicit, intensive instruction in reading and writing in courses designed specifically for literacy acquisition;
- c) Reinforce shared literacy strategies in reading and writing across the curriculum;
- d) Reinforce reading practice and strategies in one-on-one tutoring for high-needs students at the high school and for all students in the 5th grade;
- e) Offer intensive instruction for new English learners coupled with language-supportive teaching strategies across the curriculum.

a) Review curriculum and student progress regularly to inform decisions about instructional strategies and pacing. Curriculum maps have been developed to align teaching with the grade level content standards in English Language Arts and Math, as well as the other subject areas, and standards-aligned instructional materials have been adopted for use in each subject area. Teacher use of the curriculum and student achievement data will be reviewed to determine where adjustments may be needed. In addition, teachers will have shared planning time regularly available to systematically review curriculum and teaching results to align ongoing plans, including curriculum pacing and course content to student needs.

Weekly staff conferences will be re-designed to focus on these tasks and related professional development, so that ongoing refinement of teaching and learning is at the center of the three-hour block. Teacher teams will select, develop and use common benchmark assessments to better identify additional instructional support, adjust pacing to ensure coverage of standards needing further reinforcement, and develop ways to strengthen and differentiate instruction for both groups and individuals, with a strong focus on English learners and students with disabilities. Targeted interventions will be put in place for students who are not making adequate progress, and strong reinforcements for literacy and language learning will be instituted throughout the curriculum.

b) Offer explicit, intensive instruction in reading and writing in courses designed specifically for literacy acquisition – One component of the plan is to offer an Academic Literacy course in the 9th grade for all students, based on the WestED Reading Apprenticeship (Strategic Literacies) curriculum. This course, which offers a comprehensive approach to improving academic literacy and addressing college readiness goals, is based on research showing that proficient readers use multiple comprehension strategies and they also use active cognitive strategies to monitor and enhance their comprehension and repair it when it breaks down.¹

Reading comprehension improves greatly when students receive active strategy instruction focusing on things such as:

- asking questions to eliminate confusion and misconceptions;
- rereading strategically to understand new meanings;
- previewing and predicting to increase use of inference;
- reasoning during reading by comparing and contrasting;
- summarizing what has been read and learned;
- recognizing patterns in paragraphs and in the actions of literary characters.²

This course will be accompanied by an additional reading intervention course for students above the 9th grade level who still need very explicit instruction in reading. As an extension of the required 9th grade Academic Literacy course, EPA will add a targeted reading intervention program for 10th graders and students at other grades with severe reading difficulties. Several programs are being evaluated and one of them will be selected. Among those under consideration are the *READ 180* Reading Intervention Program and the Read Plus Program, both of which are intensive reading intervention programs that directly address individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

¹ Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (eds.), *Handbook of reading research* (Vol. III, pp. 545-561). Mahwah, NJ: Lawrence Erlbaum; Nation, K. (2005). Children's Reading Comprehension Difficulties. In M. Snowling & C. Hulme (eds.), *The Science of Reading*, pp. 248-265. Oxford: Blackwell,

² Block, C. C. (1993). Strategy instruction in a literature-based reading program. *Elementary School Journal*, 94, 139-151; Klingner, J. K., Vaughn, S., & Schumm, J. S. (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *The Elementary School Journal*, 99, 3-22.

Finally, we will extend the Early College curriculum, offered through dual enrollment with Canada College, to include Reading and Composition classes for 11th and 12th grade students, along with a new strand of courses in Technology applications that will employ students' literacy skills in engaging ways.

In the 5th grade, a 90-minute literacy block will include specific instruction in reading and writing skills, using a readers/writers workshop model, alongside a structured English language arts curriculum aligned to the California standards. The readers/writers workshop model has been found to enhance literacy achievement for children and adolescents.³

Professors Connie Juel and Pamela Grossman at Stanford University will support these new aspects of the literacy program.

c) Reinforce shared literacy strategies in reading and writing throughout the curriculum. We will also offer professional development training in the basic reading strategies noted above for use across the curriculum. This will enable all teachers to use the core strategies on a regular basis in every subject area.

Teachers will also receive professional development support to integrate writing into their curriculum. This support will be designed to implement the findings of research on how specific types of writing instruction increase reading comprehension as well as writing ability.⁴ This research has found that students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, learning the skills and processes that go into creating text, and when they write often. A recent meta-analysis outlines the features of these practices, which include:

1. Having students write about the texts they read, by:
 - responding to a text in writing (writing personal reactions, analyzing and interpreting the text)
 - writing summaries of a text
 - writing notes about a text
 - answering questions about a text in writing, or creating and answering written questions about a text
2. Teaching students the writing skills and processes that go into creating text.
 - teaching the process of writing, text structures for writing, paragraph or sentence construction skills (improves reading comprehension)
 - teaching spelling and sentence construction skills (improves reading fluency)

³ D. Fisher and N. Frey (2003). Writing Instruction for Struggling Adolescent Readers: A Gradual Release Model, *Journal of Adolescent & Adult Literacy*, 46 (5): 396-405; S.V. Taylor and D.W. Nesheim (2000/2001). Making Literacy Real for "High-Risk" Adolescent Emerging Readers: An Innovative Application of Readers' Workshop, *Journal of Adolescent and Adult Literacy*, 44: 4, 308-318. s

⁴ See S. Graham & M. Hebert (2010). Writing to Read: Evidence for how writing can improve reading. NY: Carnegie Corporation of New York.

- teaching spelling skills (improves word reading skills)
3. Increasing how much students write.

In our approach all teachers will be trained by the literacy coach to incorporate these practices into their subject areas, and will be expected to demonstrate these integrated literacy practices as part of the evaluation process. A shared writing rubric and editing/revision process, as well as a common set of vocabulary teaching practices, will also be developed and adopted, so that students experience similar supports for literacy development across the curriculum.

d) Reinforce reading practice and strategies in one-on-one tutoring for high-needs students at the high school and for all students in the 5th grade. Stanford Professor Juel will oversee the development of a literacy tutoring program. The literacy tutoring program will initially match high school students who receive literacy tutoring training to 5th grade students in the school for regular one-on-one tutoring. The program will be based on an intervention model designed by Professor Juel to train older students who are poor readers to tutor younger children. This model has produced extremely strong achievement gains for both younger and older students.

The achievement gains produced by one-on-one tutoring are exceptionally large. For example, a meta-analysis of 52 tutoring studies reported that tutored students outperformed their classroom controls by a substantial average effect size of .40.⁵ Bloom noted that the average tutored student registered large gains about 2 standard deviations above the average of the control class.⁶ Many studies have found that one-on-one tutoring provided to struggling readers is more effective than small group instruction, and studies document the achievement benefits of cross-age tutoring, even when both peers are poor readers.⁷

In Juel's model, tutors are trained in seven tutoring activities:

1. Reading children's literature to and with the children to build vocabulary, motivation, and world knowledge (strategies for choral and echo reading are taught in the training)
2. Storybook writing linked to themes that appear in texts that are read
3. Use of build-up readers to introduce high-frequency words and new words taught in phonics instruction through graduate introduction
4. Interactive journal writing

⁵ Cohen, P., Kulik, J.A., & Kulik, C. (1982). Educational outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal*, 19, 237-248.

⁶ Bloom, B.S. (1984). The 2 sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher*, 13 (6), 4-16.

⁷ Cohen, Kulik, & Kulik, op.cit.; Coleman, I., & Stuckey, J.E. (1992). Cross-age tutoring in South Carolina. In N.A. Branscombe, D. Goswami, & J. Schwartz (Eds.), *Students teaching, teachers learning* (pp. 151-169). Portsmouth, NH: Boynton/Cook; Pinnell, G.S., Lyons, C.A., DeFord, D.E., Bryk, A.S., & Seltzer, M. (1994). Comparing instructional models for the literacy education of high-risk first graders. *Reading Research Quarterly*, 29, 9-39.

5. Development of alphabet books in which the student write down words (often with pictures) beginning with a particular letter
6. Phonemic awareness through the use of books with rhyming words and alliteration, as well as oral sound games
7. Letter-sound activities using letter cards and word sorts.

In an experimental study evaluating this model, tutors' reading scores increased by 4 grade levels over the course of a year, far outstripping those of the control group students, who exhibited less than a year's worth of gain. Among those who were tutored, all levels of students improved, while the control group lost ground over a year. The lowest-achieving students who were tutored increased their scores by 27 percentile points (far more than a year's worth of gain), while those in the control group actually dropped by more than 10 percentile points over the course of the year.⁸

In our implementation tutors will be trained in the context of their Academy Literacy course or a separate course specifically designed for tutors as part of the Early College program. In the fifth grade the students will be assessed in reading, language, and math on Measured Academic Progress three times a year. This assessment provides results so that small group intervention and one-on-one tutoring can be designed to address their needs with leveled texts, and so that their progress can be tracked.

e) Offer intensive instruction for new English learners coupled with language-supportive teaching strategies across the curriculum. For grades 9-12 a new English Language Development curriculum will be implemented to support the Structured English Immersion program. For students with a CELDT score at the Beginning Level (Level 1), teachers will combine specially designed academic instruction in English (SDAIE) with primary language instructional support when needed and a strong, structured, sequential English Language Development (ELD) program. For students with an overall CELDT score at an Early Intermediate Level (Level 2), teachers will use specially designed instructional strategies (SDAIE) and structured ELD, with decreasing use of primary language support. All teachers completed a CLAD course of study by the end of last school year, and they will receive ongoing professional development support in designing and implementing structured instruction from an ELD coach.

The program and supports will be designed and reviewed by Stanford professors Kenji Hakuta, Guadalupe Valdes, and Claude Goldenberg, all experts in English language development

State-adopted and/or standards-based materials will be used. Materials include print, audio, visual, graphic, and electronic resources. Teachers will match the instructional materials with student needs; thus, they will use core, as well as supplemental, materials.

⁸ C. Juel (1996). What makes literacy tutoring effective? *Reading Research Quarterly*, 31 (3): 268-289.

We will evaluate the Heinle *Milestones* Program, adopted by California State Board of Education, for use in the SEI program. The *Milestones* series, developed specifically for English learners, offers solid language instruction that helps students master California ELA and ELD standards. The program includes many features to prepare students for success on California standardized exams, including:

- embedded assessment to track and prevent potential skills gaps before they happen;
- extensive practice of academic vocabulary for both classroom and California exam success;
- differentiated instruction for every page of learning to ensure all students meet or exceed grade-level expectations;
- complete intervention support to help students master challenging skills and California standards, enabling rapid progression.

Evidence suggests that the *Milestones* program significantly increases student performance in a condensed period of time.⁹ The comprehensive *Milestones* program includes an online Assessment and Remediation System. This unique component provides remediation, practice and progress monitoring of any skill and California ELA standard which students may have difficulty mastering. It helps students master standards that are crucial to meeting their needs for such exams as the California English Language Development Test (CELDT) and California High School Exit Examination (CAHSEE). Moreover, it prepares students to be better readers, writers, and speakers of the English language outside of the classroom.

Hiring an experienced ELD coach will support classroom-embedded professional development for differentiating instruction and monitoring student progress. The implementation of common, research-based practices to teach ELD and literacy skills in reading and writing across the curriculum will be linked to the Teacher Evaluation System.

Finally, Professor Rachel Lotan will work with faculty to establish classroom conditions where students can master rigorous, grade-appropriate academic content and develop oral and written proficiency in English, the language of instruction. One well-researched approach to accomplish this goal is through the use of Complex Instruction, which deepens the quality of talk and ensures equal-status interactions among students while enabling them to work productively in small groups. To support the teachers in organizing the classroom for such productive group work, professional development will focus on: 1) crafting “groupworthy” tasks; 2) establishing strong classroom norms where students serve as academic and linguistic resources for one another; 3) holding groups and individuals accountable through formative feedback on group processes and formative and summative assessments of the work of individual students; 4) modeling and supporting the use of academic language. Teachers will work in subject-matter and grade-level teams to ensure that: 1) they recognize students’ intellectual strengths,

⁹ SEG Research (2009). A study of the effectiveness of Milestones, 2008-09. New Hope, PA; Author.

interests and learning needs, and 2) can observe each others' classrooms to deepen pedagogical expertise.

These strategies have provided strong empirical evidence for student achievement on various kinds of assessments of learning. The strategies have also been found to support equivalent achievement for limited English proficient students in the classroom along with their English proficient peers.¹⁰

1B Curriculum and Teaching Supports (Math)

To ensure strategic interventions in math in grades 5 and 9 through 12 Stanford New Schools will use Cognitive Tutor software from Carnegie Learning. The software was developed around an artificial intelligence model that identifies weaknesses in each individual student's mastery of mathematical concepts. It then customizes prompts to focus on areas where the student is struggling, and sends the student to new problems that address those specific concepts. The result is a powerful learning tool with the most precise method of differentiating instruction available. Cognitive Tutor engages students directly in problem solving, uses concrete, real-world scenarios, makes use of informal student knowledge, and prompts a student to think abstractly by converting situations into quantities and units. This program has been found to produce strong gains in achievement.¹¹

Stanford professor Shelley Goldman will support the implementation of Cognitive Tutor and develop a one-on-one tutoring program in math for the 5th grade students, analogous to the program in literacy.

2. Student Supports

Three aspects of the social supports for students include the expansion of the mental health team and explicit construction of school norms and the teaching of self-regulatory skills by implementing an advisory curriculum developed by Educators for Social Responsibility and the Positive Behavioral Interventions and Supports (PBIS) program. Academic support will be provided primarily through extended learning time.

Wraparound Mental Health and Social Work Services. To better support the socio-emotional as well as the learning needs of students, Stanford New Schools will expand a continuum of integrated support services through a Mental Health team which

¹⁰ Cohen, E. G. and Lotan, R.A. (2004). Equity in Heterogeneous Classrooms, in J. Banks and C. Banks (Eds.), *Handbook for Multicultural Education*, Second Edition, pp. 736-750. San Francisco: Jossey-Bass.

¹¹ Alevan, V., & Koedinger, K. R. (2002). An effective meta-cognitive strategy: learning by doing and explaining with a computer-based Cognitive Tutor. *Cognitive Science*, 26(2), 147-179; Koedinger, K. R., Anderson, J. R., Hadley, W. H., & Mark, M. A. (1997). Intelligent tutoring goes to school in the big city. *International Journal of Artificial Intelligence in Education*, 8, 30-43; Ritter, S., Kulikowich, J., Lei, P., McGuire, C.L. & Morgan, P. (2007). What evidence matters? A randomized field trial of Cognitive Tutor Algebra I. In T. Hirashima, U. Hoppe & S. S. Young (Eds.), *Supporting Learning Flow through Integrative Technologies* (Vol. 162, pp. 13-20). Amsterdam: IOS Press; Sarkis, H. (2004). Cognitive Tutor Algebra 1 Program Evaluation: Miami-Dade County Public Schools. Lighthouse Point, FL: The Reliability Group.

will meet weekly. This team will include a social worker who will use a Case Study approach to coordinate services for students and families. The team will also address the needs of teachers and identify ways to support them in their work with students and families. This is an expansion of the partnership among Stanford New Schools, Stanford University, Lucille Packard Children's Hospital and the Mental Research Institute of Palo Alto, California. Dr. Shashank Joshi, Assistant Professor of Child and Adolescent Psychiatry, will supervise interns from the Silicon Valley Network of Mental Health Providers to provide a wide range of mental health services to the student and their families. Dr. Joshi is experienced in developing psychosocial interventions in school settings. His research focuses on increasing knowledge and enhancing effectiveness of school mental health, pediatric psychotherapy and medication interventions.

Explicit Construction of School Norms and Teaching of Self-Regulatory Skills.

An important adjunct to the services provided directly to students is a program of explicit teaching that enables teachers and students to develop a shared set of norms along with conflict resolution and coping skills. The school will be working with Positive Behavior Intervention Supports (PBIS) and with a curriculum for community-building and conflict resolutions skills developed by the Educators for Social Responsibility.

PBIS is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving academic and behavioral outcomes for students. The goal of PBIS is to develop a continuum of scientifically based behavior and academic interventions and supports for social competence and academic achievement, student behavior and staff behavior.

PBIS and the curriculum developed by Educators for Social Responsibility foster the development of five inter-related sets of competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. They use two sets of strategies:

1. The first involves instruction in processing, integrating, and selectively applying social and emotional skills. Through systematic instruction, social-emotional learning (SEL) skills are taught, modeled, practiced, and applied to diverse situations so that students use them as part of their daily repertoire of behaviors. In addition, many programs help students apply SEL skills in preventing specific problem behaviors such as substance use, interpersonal violence, bullying, and school failure. Quality SEL instruction also provides students with opportunities to contribute to their class, school, and community and experience the satisfaction, sense of belonging, and enhanced motivation that comes from such involvement.
2. Second, these programs foster students' social-emotional development through establishing safe, caring learning environments involving peer and family initiatives, improving classroom management and teaching practices, and whole-school community-building activities. Together these components promote

personal and environmental resources so that students feel valued, experience greater intrinsic motivation to achieve, and develop a broadly applicable set of social-emotional competencies that mediate better academic performance, health-promoting behavior, and citizenship.

A recent meta-analysis of more than 200 studies that have used this set of strategies found that, compared to controls, SEL program participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.¹²

Based on stated needs for teachers, providing systematic professional development for the staff in this approach will help them create teaching and learning environments that enable students to become self-regulated and effective learners.

Extended Learning Time. Based on the needs for extending learning time, we plan to offer summer school, after school, Saturday school, and adding school days to the calendar.

- a) With the SIG funding, we plan to offer a summer program that will run from the last week of June to the second week of August. Additional time on task during the summer will enable students to continue to develop academically during a time when they would otherwise likely have few opportunities for organized intellectual and enrichment activities. The summer program will provide students with targeted interventions in math and language arts, while also supporting them with enrichment reading and hands-on learning activities, and continued instruction in study skills. Additionally, credit recovery options will be provided at the high school level for students who earned a D or less in one or more semesters so they can strengthen their skills and continue to matriculate into subsequent grade levels. The credit recovery opportunity is expected to reduce the dropout risk.

The summer program will also provide access to the school's library and computer lab where students will be able to do independent reading, study, work on their assignments, and make independent progress on skill development through computer-based educational programs, such as Accelerated Reading, Accelerated Math, and Carnegie Math Tutor.

An estimated 60% of EPAA students will receive targeted intervention classes and enrichment and an estimated 20% of students will participate in credit recovery activities. (Other students are often enrolled in summer enrichment programs at Stanford, Berkeley, Andover, and elsewhere that have been arranged for them by school staff.)

- b) Afterschool hours and Saturdays will also be utilized to provide extended learning time for EPAA students. Homework support will be provided to assist students in meeting the objectives of their coursework, and help students to develop effective work habits and study skills that will foster a cycle of success. The after school and Saturday programs will also provide extended access to the school's library and computer lab.

In addition to homework help, targeted intervention classes will support skill development for students who are not proficient in language arts and math, and for English language development for new English learners. Targeted intervention classes will run in a variety of formats to help ensure maximum impact on student achievement and inclusion of maximum numbers of students. Formats may include 5- and 10-week classes that run 2 – 3 days a week, and intensive workshops that run 4-5 consecutive days.

The After School/Saturday School Program will run from the second week of school until the last week of school. It is estimated that the program will serve 30% of students through targeted intervention classes, 50% of students at least two days per week for homework support, and 90-100% of EPAA students on a drop in basis.

- c) With support from the SIG, we plan to extend the school year by two days in 2010-11 and 6 days in 2011-12 and 2012-13.

The SIG funded Parent Liaison will coordinate and prepare agendas for the monthly parent education sessions as an essential component of the monthly parent meetings. The parent education sessions will be led by various staff members and other Stanford experts on topics of interest to parents: college readiness, access to community resources, academic support opportunities, financial literacy, and scholarship opportunities.

The parent liaison, in coordination with the site administration, will provide support for the teacher advisors to more effectively use the student-led parent conferences to engage parents in the academic support of their students.

SNS administrators will improve communication with parents in a language comprehensible to parents through a quarterly newsletter, automated teleparent, and postcard notifications: progress in ELD, academic proficiency, graduation requirements, CST results, local assessments, exhibition results, available interventions and tutoring in ELD, reading/language arts, math, and CAHSEE preparation.

3. Data Use to Drive Continuous Improvement

A data management system will be adopted with the capacity to map student progress on the standards with benchmark and interim tests, so that teachers can adjust instruction accordingly. The transformation model will promote continuous use of student data from formative and interim assessments and from Powerschools data on attendance, behavior, home situations, and course progress. The system will be designed to allow teachers to monitor student progress and problem solve together about how to ensure student achievement. This will require:

- Adoption of a data management and reporting system for all grade levels, with training for all teachers and support from a data management specialist who will track and aggregate data about student achievement as well as student attendance and behavior, making it available to staff on a regular basis to guide their efforts as teachers and advisors.
- Development of interim and benchmark tests in academic subject areas
- Creation of regular collaboration time for teachers to support their analysis of student learning and development of strong instructional plans.

Stanford professor Claude Goldenberg will work with teacher teams to optimize teachers' collaboration around student learning. He will instruct them in the use of an inquiry-focused protocol that helps teachers evaluate student learning and develop solutions to instructional problems. Goldenberg and colleagues have used this approach successfully in Title I schools to produce strong achievement gains.¹³

In addition to this ongoing planning, a professional development day will be designated at the end of each quarter for teacher teams to analyze the results of benchmark assessments in every content area. The administrative team will provide a well-structured process for effective team collaboration to help teachers build on their successful strategies as well as improve their teaching by implementing common strategies across grade level and content areas.

4. Staff Effectiveness

The first critical element of staffing is the recent hiring of a dynamic new principal, with significant success in urban school leadership, a focus on instruction and student achievement, and a commitment to develop teacher expertise.

¹³ Saunders, W. M., Goldenberg, C.N., & Gallimore, R. (2009). Increasing achievement by focusing grade-level teams on improving classroom learning: a prospective, quasiexperimental study of Title 1 schools. *American Educational Research Journal*, Vol. 46, No. 4, 1006-1033; Gallimore, R., Ermeling, B.A., Saunders, W.M., & Goldenberg, C. (2009). Moving the Learning of Teaching Closer to Practice: Teacher Education Implications of School-Based Inquiry Teams, *Elementary School Journal*, 109 (5): 1-17.

A second critical element, already detailed above, is the creation of a strong, coherent professional development approach, targeted to student needs.

The third critical element is developing a compensation and evaluation system that will recognize skills and effectiveness, encourage learning for adults, and focus on improving student success.

In response to the need to recruit, develop, and retain effective, experienced staff, we will implement a new teacher compensation system, which will provide financial incentives to attract and retain staff with the skills needed in a transformation school, encourage intensive professional learning, and will provide more collaborative work conditions that are designed to develop and retain staff with higher levels of skill.

A new teacher and principal evaluation system will also be implemented that ties compensation and retention to teacher practices that are related to student learning. These are described below.

Compensation: SNS is committed to compensating teachers for experience, competency, professional advancement, continuous learning, demonstrated skill acquisition, and student learning. There will be five components to the structure:

1. Base pay, designed to be competitive with neighboring districts for a teacher with a bachelor's degree in the appropriate field and a teaching credential, with increments for each year of credited experience;
2. Supplements for knowledge and skills, as reflected in demonstrated skills and professional certifications including: a) a second credential (when used); a reading specialist certification; fluency in a high-incidence second language; National Board Certification; and salary recognition for "high-need" teachers, defined by the nature of the skills and experience brought, or teaching assignment taken
3. Responsibility stipends for teacher leadership positions (based on demonstrated skill), such as mentoring or leading school improvement activities;
4. Longevity/retention bonus for teachers reaching their 5th year in the school;
5. Performance-based recognition, based on the results of the teacher evaluation system, as described below. This component is expected to comprise a significant level of compensation, up to \$4,000 per teacher per year, with the expected average to be \$2,500 per year.

Teacher Evaluation. To strengthen professional learning and coaching, the administrative team will provide a well-structured process for regular classroom feedback and conduct walk-throughs, as well as regular longer visits, so that observations and instructional coaching are both systematic and consistent. This systematic approach to instructional coaching will ensure that teachers receive targeted feedback to build on their successful strategies and improve their teaching.

The new evaluation system will build on successful efforts like Denver's ProComp system and the Teacher Advancement Program. It will be grounded in standards-based evaluations of practice coupled with evidence of student learning and teachers' contributions to student outcomes as well as school-wide success. Contributions to student learning and success – evaluated at the individual and school-wide levels – will comprise half of the performance component of the compensation structure. The system will include four elements:

1. Standards-based evaluations of practice that feature:
 - training for all evaluators in the evaluation system and strategies for giving feedback;
 - frequent observation based on a high-quality standards-based instrument evaluating the California Standards for the Teaching Profession;
 - continuous feedback for teachers;
 - reciprocal/peer observation for formative purposes;
 - videotaped teaching for later analysis by the teacher and evaluator and in some cases a tool for professional development;
 - goal-setting to guide the iterative improvement process;
 - close links to professional development and coaching supports
2. Evidence of student learning that includes both standardized measures and teacher assembled classroom evidence
 - considered throughout the year and at year's end;
 - interim/benchmark assessments (external measures mapped to state tests, plus classroom-based measures developed by teachers to evaluate curriculum progress);
 - fall to spring assessments for diagnosis and analysis of progress;
 - spring to spring gains on CSTs, adjusted for student characteristics
 - specific student accomplishments (e.g. quality of exhibitions, science projects, art projects, robotics);
 - individual, team, and whole school evidence
3. Other Teacher / Advisor contributions to student success, such as:
 - gains on measures that contribute to student learning, tied to teacher/advisor actions: e.g. attendance, homework completion, attending tutoring/office hours/Saturday School, parent outreach and conferencing;
 - successful tracking and management of student progress toward graduation and college admissions (for advisors);
 - Student enrollment and success in Early College, AP classes, summer programs, credit recovery
4. Contributions to whole school success
 - school API and graduation rate gains (at least 50% of this category)
 - professional support for and assistance to colleagues;
 - participation in whole school learning and other targeted professional development activities;

- implementation of school-goals (e.g. parent conferences, literacy practices)

A teacher's final evaluation will be based on an evaluation of practice plus evidence of student learning, other contributions to student success, and contributions to whole school success.

Compensation increments will be awarded at 3 levels: Outstanding, Proficient, and Competent. Any teachers who are rated below Competent will receive no merit increment other than any recognition based on whole school gains. An intensive assistance plan will be put in place and, if there is no improvement, a non-renewal of contract will follow.

Administrator Evaluation. An administrator evaluation plan will also be developed that incorporates evidence of practice and contributions to both teacher success and student learning success. Administrator evaluations will use a 360 degree assessment approach to ensure input from all stakeholders who are served by that individual.

3. Demonstration of Capacity to Implement Selected Intervention Model

Stanford New Schools (SNS) operates one charter school that will serve grades 5 and 9-12 in 2010-11 and grades 9-12 in 2011-12 and beyond. Stanford New Schools is identified as a Tier I school and will be the only school served by the SIG funds under this grant. SNS has a viable plan and sufficient personnel and other resources to successfully implement all of the required activities of Transformation Model.

SNS began the transformation process early in 2009-10. The decision to reorganize its organizational structure to have an experienced educator as the CEO overseeing educational and operational components of the school was a significant departure from past practice. Previously, the Chief Operating Officer and Chief Academic Officer both reported directly to the Board, which contributed to problems with organizational coherence and created gaps in accountability. The search process began in March 2010 and a seasoned charter leader was hired as CEO in May 2010. The CEO is Kevin Sved who co-founded The Accelerated School, Wallis Annenberg High School, and Accelerated Charter Elementary School in Los Angeles, serving as Co-Director from 1994 to 2009. With a single point of accountability, the reorganized structure strengthens the Stanford New Schools Board of Directors ability to hold staff accountable for student achievement gains as well as all academic, business, and operational functions.

In the new structure, Stanford New Schools also created the Council on Policy and Research, to be effective beginning the academic year of 2010-11. The Council is chaired by the Stanford faculty sponsor for the school, currently Professor Linda Darling-Hammond, and includes Stanford faculty along with school faculty and both school site and SNS administrators. An integral role of the Council is to oversee curriculum and instructional policy and provide a means by which the members of Stanford Faculty can be involved in identifying needs and problems and developing

solutions. School representatives to the Council, including the Principal and CEO, will ensure coordination with site-based decision-making structures. This change from past practice clarifies the advisory role of Stanford faculty and eliminates confusion about accountability relating to student performance. Responsibility for results will clearly rest with the Principal and CEO. These changes, the hiring of a new principal who is already engaged in school planning for next year, and the renewed urgency to improve academic results at EPAA have already resulted in greater collaboration with Stanford Faculty to engage in school improvement efforts as evidenced by the instructional programs discussed in the earlier sections.

The involvement of Stanford Faculty on the Policy and Research Council will improve the quality of information provided to the Stanford New Schools Board of Directors, so that they can better support the Transformation Mode to be implemented at Stanford New Schools. The Board is committed to ensuring sufficient personnel and resources to effectively implement the Transformation Model if the School Improvement Grant is received.

With targeted financial support from its Board of Directors and donors, SNS has the financial stability to implement these plans despite the challenging financial conditions that face all California public schools. Currently, funds raised through donations support Central Office functions that include the CEO, technology, and business services functions of the School. Charter school block grant funding focuses exclusively on site-based expenses. Title I funding supports supplementary tutoring services and the College Counselor who provides college, career, and guidance counseling services to all students. This allocation of resources will enable Stanford New Schools to maintain the staff infrastructure needed to effectively integrate the planned school improvement activities into the culture and operations of the school.

Uses of School Improvement Grant Funds

Specific uses of SIG funds will be described under the following areas: Curriculum and Teaching Supports, Student Supports, Data Use to Drive Continuous Improvement, and Staff Effectiveness.

1. Curriculum and Teaching Supports

We propose to use SIG funding for the following:

- hiring a full-time literacy coach to support teachers in improving literacy instruction across the curriculum;
- hiring a full-time teacher to teach an Academic Literacy Class to 9th graders;
- paying teachers to participate in four days of professional development to strengthen their literacy strategies;
- implementing a one-one tutoring program for high-needs students. This will include the staffing the program with a Program Coordinator at 0.25 FTE, peer tutors to provide 40 hours of tutoring each week, college tutors to provide 40 hours of tutoring each week, related materials, and programmatic consulting and evaluation;

- hiring a full-time ELD coach to assist teachers in strengthening the instruction provided to ELD students and purchasing the Milestones curriculum to support this work;
- providing teacher compensation for their participation in 3 professional development days to improve their teaching of ELD students;
- paying teachers to participate in a professional development day to be trained in Complex Instruction;
- adding Early College classes from Canada College in reading, composition, as well as a technology class that uses literacy in applied ways;
- purchasing Cognitive Tutor from Carnegie Learning to support strategic interventions in math for all identified students. Additionally, to effectively use this intervention, the purchase of 60 laptop computers will be needed so that all math classes can utilize this program twice a week.
- contracting the services of professional consultants to support the literacy trainings. While significant support from Stanford University faculty will be provided on a pro bono basis, these funds will allow the school staff to bring in other expert support on an as needed basis.

2. Student Supports

We propose to use SIG funding for the following academic and social supports for students:

- extending the learning time by providing a summer program to students beginning in Summer 2011. This would include hiring a coordinator to work full-time for 8 weeks to implement the program, hiring 8 teachers to work 6 hours a day for 6 weeks, purchasing standards-aligned instructional materials, and contracting consulting support for program design and evaluation.
- serving students after school and on Saturdays to extend learning time. Funding would support hiring a coordinator at 0.5 FTE, providing teacher compensation for 40 hours a week of teaching, purchasing standards-aligned instructional materials, and contracting consulting services to support program design and evaluation.
- adding instructional days to the school calendar to increase student learning time by increasing teacher contract days and related compensation by 4 in 2010-11 and by 6 beginning in 2011-12.
- hiring a full-time social worker to coordinate services for students and families.
- contracting with the Lucille Packard Children's Hospital and Mental Research Institute of Palo Alto, California to provide a wide range of mental health services to students and families.
- contracting the services of Positive Behavior Intervention Supports to provide training to teachers in implementing a curriculum to teach community-building and conflict resolution skills.
- compensating teachers for 3 days of professional development to learn how to teach community-building and conflict resolution skills.
- hiring a parent liaison at .20 FTE to help improve school communication with parents and to provide and coordinate parent trainings in areas that include the college admissions process, school grading and homework policies, and utilizing

the schools parent interface with Powerschool to monitor attendance and assignments.

3. Data Use to Drive Continuous Improvement

- hiring a data management specialist at 0.5 FTE support the instructional team by tracking and aggregating student data.
- purchasing a data management system and benchmarking system to support continuous improvement of instruction based on student learning results.
- contracting consulting services to provide staff training in the use of the data management system.
- providing teacher compensation for two full days of Professional Development to support them in the use of the data management system.

4. Staff Effectiveness

- improving the teacher and principal evaluation and development system
- providing teachers compensation incentives to foster recruitment and retention, increase their core competencies, and improve the quality of their instruction.

To help ensure that all of these programs are effectively staffed, supported, implemented, and evaluated, we also propose to use the School Improvement Grant to hire a grant coordinator at 0.5 FTE.

With significant stakeholder feedback, there is strong support among teachers and parents for the planned school improvement activities. The Board has already embarked on implementing the Transformation Model by restructuring and hiring a new principal with five years of experience as a principal in Oakland, CA. The Principal will be overseeing the implementation of these programs with these planned school improvement activities with the support of a Vice Principal, College Guidance Counselor, and a half-time program coordinator.

The grant coordinator will play a supporting role to the principal to help ensure that all of the improvement activities are carefully planned, and implementation staff are clear about their responsibilities, schedules, and performance criteria. The leadership team made up of the Principal, Vice Principal, College Guidance Counselor, and grant coordinator will meet weekly and as needed to insure a seamless implementation of all planned school improvement activities. The CEO and Stanford Faculty Sponsor will be actively involved in supporting the school leadership team in the implementation. The monthly meetings of the Policy and Research Council will help ensure that the strengths of the Stanford Faculty are utilized in identifying problems and recommending solutions as appropriate. The CEO will support and evaluate the Principal to help ensure that all required and planned school improvement activities are implemented effectively. The Board of Directors will hold the CEO accountable for the impact of the school improvement activities and the successful implementation of the Transformation Model.

With the leadership and support from the Board of Directors, CEO, and Principal, and the collaborative assistance of the Policy and Research Council, Stanford New Schools

has the capacity to effectively implement the Transformation Model and the planned school improvement activities.

4. Recruitment, Screening, and Selection of External Providers (if applicable)

This section is not applicable to Stanford New School as it will not use external providers to select, develop, and implement its intervention model.

5. Alignment with other Federal, State and Private Resources with the Selected Intervention Model(s)

Stanford New Schools has aligned its federal, state and private resources to support the Transformation Model. The planned school improvement activities have grown out of the needs analysis and their effective implementation requires the alignment of federal, state, and private resources. This need for alignment is represented by the funding sources of the school administrators who will serve as the leadership team for the implementation of the transformation model: the Principal's position is funded by the charter school block grant, the position of Vice Principal is funded by private funding, the College Guidance Counselor is funded through Title I, while the grant coordinator will be supported by SIG funding. Working together with support from the CEO (privately funded) and Faculty Sponsor (in-kind support from Stanford University), these professional educators will ensure that they and the various funding sources they represent are aligned in implementing the Transformation Model and the planned school improvement activities.

Stanford New Schools will prevent the school improvement efforts from becoming fragmented or diffused. With a schoolwide focus on the school improvement efforts, SIG funding will align with school activities. Teachers, whose salaries and benefits are supported by the state charter block grant, will be actively working with the Literacy Coach on improving their practice. With SIG support, a teacher funded through Title III to teach a sheltered English will have the support of an ELD Coach.

Charter school block grants and state lottery funds support essential school site services, with over eighty-five percent allocated to teacher, office manager, custodian, and principal salaries and benefits. The front office and will enter registration data on student participation in the SIG-funded school improvement activities while also providing relevant information to parents. The school custodian will be servicing classrooms used during the after school / Saturday School program.

Private funding has also helped initiate a 7th period to provide credit recovery and enrichment activities to high school students. These funds committed by a donor at \$37,000 a year for the next two years will continue to support after school activities that align with the after school/Saturday school activities planned with SIG funding. Private support for a two-week summer bridge program to help orient incoming 9th graders to the high school program will be aligned with the SIG-funded summer program. With SIG funding, the two-week summer bridge program will be moved to the beginning of

the summer and students identified as needing additional academic support will be able to continue for the six-week SIG-funded program along with upper grades students. Additionally, students and families identified as needing social supports will be able to obtain services coordinated by the SIG-funded school social worker under the supervision of the state-funded College Guidance Counselor. Private resources have also contributed to supporting mental health services to elementary students and with SIG funding this will be expanded to serve high school students.

Stanford New Schools also receives significant resources from Stanford University through the involvement of Stanford Faculty who offer curriculum guidance and professional development support, and who are involved on the Policy and Research Council and the Board of Directors; through providing Faculty Advisors, who provide ongoing support to the Principal and staff; and as programmatic consultants who freely share their experience and expertise in the school improvement efforts. The level of commitment from Stanford Faculty to provide pro bono training and support in many of the planned school improvement activities, which grew from the needs analysis, increases the percentage of SIG funds that will provide direct services to students.

Teachers will spend approximately 120 hours in professional development related activities during regular weekly staff development time which runs from 1:00 to 4:00 each Wednesday. These professional development activities will be aligned with the school improvement efforts. Furthermore, the weekly professional development will provide opportunities for teachers to reinforce their knowledge and skills gained during the 15 days (120 hours) of SIG-funded professional development activities planned for non-school days. A specific example of how these two professional development resources will be aligned to meet needs is in improving the instructional outcomes for ELD students. During the two planned days of SIG-funded professional development, teachers will gain deeper understandings of effective strategies. In the weekly professional development time, teachers will discuss their successes and challenges in implementing the strategies in their classes, and review student work and performance data in their efforts to modify their curriculum and instruction to improve student outcomes.

Based on the needs analysis, school improvement activities have been planned and federal, state, and private resources have been identified and aligned with the school improvement grant to ensure the effective implementation of the Transformation Model. As noted above, Stanford New Schools began allocating resources to the Transformation Model in the Spring of 2010 when it hired a talented principal for the 2010-11 year, using private donations to support hiring incentives. Additionally, SNS has restructured and, again using private funding, hired a CEO to help improve organizational clarity, to strengthen the alignment of all funding to support student and school needs, and to increase accountability for student achievement outcomes.

6. Align Proposed SIG Activities with Current DAIT Process

Stanford New Schools is a financially independent charter school that serves as its own LEA. Stanford New Schools is not currently receiving DAIT services so this section is not applicable.

7. Modification of LEA Policies and Practices

A number of changes in LEA policies and practices have been outlined throughout this grant proposal. One change is related to the organizational structure and the accountability mechanisms for staff leadership. Previously, two administrators, one overseeing academics and the other supervising operations, reported directly to the Board chair. A diffuse management structure was reliant on monthly meetings of a leadership team, which resulted in an inability to address some day-to-day decisions in a timely manner, and some gaps in management oversight and follow-through. The Board's decision to hire a CEO to ensure that day-to-day decisions are effectively made and implemented is expected to improve organizational clarity and increase accountability for both academic outcomes and operational efficiency. This policy change, made by the Board with stakeholder input, will support the school's academic programs and improve the alignment of all organizational resources to support the continuous improvement of student outcomes.

Measurable student outcomes that will be used to hold the administrative team accountable include API and CST data, attendance rates, homework completion, the percentage of students passing the CAHSEE, high school graduation rates, and college admission rates.

Policy changes to the teacher compensation and evaluation system will better connect teacher support and evaluation to continuous feedback about practice and measurable student outcomes. The expected result is increased focus by teachers, administrators, and other stakeholders on improving both targeted practices and student outcomes. In addition, the increased focus on teacher collaboration and the improved mechanisms for documenting and measuring this collaboration, including monitoring the implementation of common student expectations and curriculum across grade levels and departments will result in greater levels of instructional coherence from classroom to classroom. This increased level of coherence is expected to provide a consistent set of practices that will improve student focus and achievement.

Refocusing the use of professional development time from operational issues to strengthening teacher practice and improving the instructional program will play an important role in building on the best practices in a coherent manner across subjects and classes. Dedicating portions of weekly staff development to grade-level and department meetings will support this commitment to improving common practice. Documenting the dialogue and decisions in these team meetings will be required and monitored by the leadership team to help ensure the focus is on improving strategies to increase student achievement in measurable ways.

Using relevant student data, including benchmark and end-of-course assessment results, student performance on writing assessments and other performance tasks, student behavior, and attendance, will help focus teacher collaboration on improving student outcomes. The creation of a data management process, coupled with coaching, will expand teachers' abilities to access, aggregate, and analyze student data.

By adding the roles of literacy and ELD coaches, we will be expanding the extent of shared practice among teachers and the supports for implementing an expanding repertoire of literacy and language development practices. This will increase the opportunities for staff members to see expert practices modeled and to receive direct coaching, as well as expanding the dialogue between staff members about specific teaching strategies and their impact on student engagement and student learning.

Extending learning time through the expansion of after school activities, adding Saturdays, and implementing a summer program are changes in policy and practice that are expected to increase measurable student performance outcomes.

Increasing opportunities and supporting parents to be more actively involved in nurturing their children's academic, social, and emotional growth will build on existing practices to increase the level of student accountability at home in relation to meeting school expectations. This increased involvement and accountability is expected to contribute to improved attendance rates, improved rates of homework completion, better grades, increased percentages of students passing the CAHSEE on the first attempt, improve college admission rates, and strengthen other measurable student outcomes.

Increasing the length of the school year will also be a change in policy and practice. To allow for professional development time the number of instructional days was 176 in 2009-10. With SIG funding, the change in practice will result in 180 days in 2010-11 and 184 beginning in 2011-12.

The policy and practice revisions described above relating to the organizational structure and leadership were implemented in the Spring of 2010 in preparation for an improving student outcomes in 2010-11 and beyond. They were made with input from the school's stakeholder groups and decision-making structures. Changing the way staff development will be conducted in order to increase the use of data and strengthen teacher collaboration around instructional matters has already been agreed to by the incoming principal and the teaching staff during a professional development day on June 14, 2010, and this change will be effective in August 2010, when teachers return for professional development.

The effectiveness of examining student work and progress during professional development will be significantly improved with the School Improvement Grant that will support the addition of a data management specialist. Changes in teacher evaluation

will be refined and will take effect beginning in August 2010, as teacher support for the principles underlying the proposed changes has already been received. Adding the ELD and Literacy Coaches and the resulting changes in practice are scheduled for September/October 2010. Increasing parent training opportunities will begin in August 2010, and the extended learning time provided in After School and Saturdays will begin in mid-September. The Summer Program will begin in the Summer of 2011. These changes in practice that will result from SIG funding were discussed and agreed upon in various stakeholder meetings leading up to the approval of the School Improvement Grant by the Board of Directors. These stakeholder input sessions will be further discussed in section 11.

8. Sustainment of Reforms After the Funding Period Ends

SNS is committed to sustaining the reforms after SIG funding ends. Many of the reforms described here are designed to result in the development of significantly greater teacher capacity that will allow the school community to operate with greater expertise at the end of the grant. The extensive investments in professional development and coaching, coupled with reforms in teacher evaluation, support, and compensation that enhance teacher retention, knowledge, and skills should allow the staff to support much of its own ongoing learning, through job-embedded collaboration, after the grant is ended. We expect common literacy and language development practices to be well-planted after three years, along with procedures and skills for ongoing formative assessment, analysis of data, and adjustment of curriculum and teaching strategies. A positive climate will be established through the supports offered by ESR and PBIS. We do not think it will be necessary to maintain as intensive a set of professional development and coaching supports after this three-year period, since the capacity of the staff will be significantly enhanced. Our conscious and deliberate approach to this work will be to teach staff to become increasingly self-reliant, and to retain the staff in which these investments have been made, encouraging them to take on teacher leadership roles, rather than encouraging dependency on outside consultants and interventions.

Some other investments – such as the purchases of computers, instructional software, and other instructional materials will be immediate and short-term. While these must be refreshed periodically, they will not be an ongoing annual expense at the high levels anticipated in the grant. While we hope, of course, that California's budget shortfalls will be resolved and schools will be able to return to purchasing reasonable levels of materials on a periodic basis, our ability to sustain the central reforms will not be compromised if these items are not refreshed for several years.

Some aspects of this work will need ongoing funding: in particular, the additional time for Saturday school, afterschool programs, and summer school, as well as the support for mental health services. We do not expect increases in state and local funding in California to magically increase sufficiently to cover these important programs in the short-term. In these cases, we plan a two-pronged approach to sustainability: First, we

will be evaluating these programs both to ascertain their effectiveness and to determine what features work best and how the programs can be managed most efficiently so that we get maximum benefit for our students with a minimum of wasted time and energy. This should make our efforts more cost-effective over time.

Second, we will focus and prioritize our fundraising for sustaining these high-yield activities. Donors to SNS will be asked to make financial commitments to support EPA's capacity to enable the improvement process to continue after SIG funding, and some have already stepped up to the plate to do so. Federal sources of funding for these kinds of activities are expected to increase under current budget requests and ESEA reauthorization plans, and we will be aggressive about seeking funding from federal and private foundation, as well as state sources.

In order to maximize the positive and sustainable impact of the SIG funds on the learning community, Stanford New Schools intends to implement a waiver to extend the funding through September 30, 2013

9. Establishment of LEA Annual School Goals for Student Achievement

§ Every year, increase by at least 10 % the number of the students scoring “proficient” or “advanced” in ELA and Math.

§ Every year, decrease the number of students scoring “far below basic” and “below basic” by 10%.

§ Reduce the achievement gap in every content area between English Learners and native English-speaking students.

§ At least 65% of English Learners will demonstrate at least one level of ELD growth in listening and speaking on average every year as measured by the CELDT.

§ At least 65% English Learners will demonstrate at least one level of ELD growth in reading and writing every year on average as measured by the CELDT.

§ At least 50% of students who are at a CELDT composite level three will be re-designated as Fully English Proficient (RFEP) within three years.

§ At least 75% of 10th grade students will pass the CAHSEE in ELA and mathematics.

§ Increase the graduation rate to at least 90%.

10. Inclusion of Tier III Schools (if applicable)

This section is not applicable.

11. Stakeholder Input

Stakeholder Engagement

Comprehensive stakeholder engagement began in October 2009 to support the development of the Stanford New School strategic plan. Two outside consulting firms, Performance Fact, Inc. and Collective Invention, Inc. facilitated a comprehensive strategic planning process that focused on all levels of the organization. The following outline describes the purpose and outcomes of each stakeholder sessions.

October 14, 2009: Representatives from the high school faculty and parents

Purpose; To provide input into student performance goals developed by the SNS Leadership Team: Board President, Stanford Faculty Sponsors, school principals, Director of technology and Director of Assessment, Chief Academic Officer and Chief Operating Officer.

Follow-up: Based on input, the Student Learning Goals were revised and presented at an expanded stakeholder community meeting on November 12.

October 29, 2009: All instructional staff and administrative team

Purpose: To use the 4 –Lens Protocol (below) for analyzing student data:

- Growth: Did achievement improve for identical groups of students (i.e. cohort) from one assessment period to another?
- Consistency: Are results consistent for different groups of students at the same grade-level or same subject from one assessment period to another?
- Equity: Is the “achievement gap” closing among student groups, regardless of background, condition or circumstance?
- Standards: how are students progressing with the essential skills and concepts (i.e. standards) necessary for success at the next level?

Follow-up: Analyses of the data were used to identify a set of high level instructional practices for teachers, administrators, and SNS Central.

November 12, 2009: Expanded Stakeholder Session

Purpose: To provide input for the refinement of Vision, goals, and strategies through facilitated conversations with stakeholders including parents, teachers, administration, community organizations, and Stanford University faculty.

Follow-up: Stakeholder input was shared with SNS Leadership team to further clarify roles, responsibilities and communication/decision authority throughout the system. The suggestions made were followed up in the SNS plans.

December 2, 2009: Stanford New School Board Meeting

Purpose: To elicit input from general public and the SNS Board on Vision, student learning goals, and strategies in the strategic plan before final revision and Board adoption.

March 3, 2010: SNS Review of the Four Turnaround Models

Purpose: During the week of March 8th, the SNS Leadership Team reviewed the four models and decided that the Transformation model was the most appropriate considering that a new principal had been hired for the high school beginning on July 1, 2010 and a major review of all programs for the strategic plan and charter renewal had happened with significant stakeholder input. During the week of March 9th the CAO communicated to the faculties, both elementary and high school, the key elements of the transformational model.

March 25, 2010: Ravenswood Board Presentation

Purpose: Dean Stipek, President of the SNS Board, provided an overview of the elements of the "transformation" model that SNS was considering and launching. Key points about implementation of the transformation model included:

- developing a compensation plan that provides incentives for needed skills and a plan for staff evaluations and rewards based on performance;
- strengthening curriculum monitoring and student progress review based on benchmark tests and follow up curriculum planning
- implementing strategic professional development, based on alignment to needs identified by student data;
- engaging with the Stanford School of Education to more effectively support the schools with professional development.
- extending learning time through extended year and summer school,
- work with Stanford Dept. of Child and Adolescent Psychiatry to implement ESR and PBIS programs, including the parent component

May 5, 2010: SNS Leadership team and Site Principals

Agenda - Updates on:

1. Recruitment
2. Summer school for K-4
3. Graduation Update
4. HS Staffing timeline
5. Overview of SIG Transformational Model Requirements
6. Facilities Status
7. Closure timeline
8. June Board meeting Agenda

May 13: School Site Salary and Benefits Committee

Representation included: Gail Greely, outgoing COO; Xochy Brent, Office Manager; Vanessa Michel, Office Secretary; Justin Moodie, Art teacher; John Neuberger, Humanities teacher; Gaylen Raisler, Special Education Coordinator and teacher; Molly Bullock, 8th grade math teacher.

Agenda:

1. School Improvement Grant and Potential Calendar and Compensation Implications
2. Certificated and classified calendars for 2010-2011, including PD Days
3. Certificated and classified salaries for 2010-2011
4. Benefits for 2010-2011

Excerpt from minutes:

School Improvement Grant: One requirement of the SIG is that teacher compensation be tied to student performance. This could include graduation rates, CST scores, exhibitions, etc. We will review our Four Pillars and evidence-based assessment ideas to include in the grant proposal. The proposal is due June 1. Any incentives should be positive and not punitive. This will also be discussed at the Council on Policy and Research meeting on May 17.

See attached minutes for details related to SIG calendar implications and extended day.

Stakeholder Input on SIG application:

At each of the following meetings we provided the following documents:

1. The four page explanation of the Transformational Model from the state application;
2. The preliminary budget;
3. A one-page description of the main proposals aligned to the budget to address the transformational model requirements:

The agenda was as follows:

1. Overview of the Transformational Model with time for questions and input
2. Review of the four major categories with time for questions and input
3. Close analysis of the preliminary budget with questions and input

All input was recorded and reviewed by the CEO to prioritize needs, adjust budget line items or make other changes, if necessary.

May 17: High School Council on Policy and Research

Participants: High School faculty and administrative representatives, Stanford faculty representatives, parent representative, SNS staff

Agenda Items:

1. Review Transformational Model Requirements
2. Overview of Four Major Categories
3. Detailed review of preliminary budget

Follow-up: Accepted revisions to the budget and proposed tutoring program based on input from the Council, documented in an email sent by Kevin Sved, CEO to Council chair, Linda Darling-Hammond and CAO, Christelle Estrada:

May 24: High School Parent Council and ELAC

Representation included: Gaylen Raisler, Special Education Coordinator; Elvia Vasquez, College Counselor; Mark Opperman, Director of Technology; Linda Mackenzie, Early College Director; Mislá Barco, Community Liaison and Spanish teacher; Christelle Estrada, CAO; Kevin Sved, CEO and facilitator; and nine parents who have provided their signatures for support.

Purpose: Present the SIG grant and receive input

Follow-up: Parents were very supportive of the school, the teachers, and the education that their students are receiving. They were also appreciative of the effort of SNS to apply for the School Improvement Grant. The major suggested revision from the parents was for the inclusion of Physical Education. Kevin Sved explained to the parents that the grant is intended to focus on the core academic subjects of English Language Arts and Math

May 25: High School Lead Teacher Meeting

Representation included: Matt Simms, Math Department; Meredith Rutter, Science Department; Kia Darling-Hammond, Humanities Department; Kevin Sved, CEO and Christelle Estrada, CAO.

Purpose: Review the SIG grant

Feedback and Follow-up:

The site leadership team, like the SNS board, made a clear case for creating priorities for funding. They ranked their top priorities in the following ranking:

1. Saturday School
2. Common Planning time
3. Focus on academic English across content so that science would also benefit
4. Extended day to include targeted intervention to move students to proficiency
5. Extended summer school for all grades, not just 9th grade Summer Bridge
6. Clarity of roles and responsibilities related to school wide discipline to support better retention rates among staff
7. Time for teams of teachers to differentiate for ELD and Special Education
8. Vertical alignment for humanities
9. Targeted professional development to better use assessments for lesson design
10. Re-evaluate how Wednesday's staff conference block is used (2:00-4:30)
11. Add an extra week at the end of the school year for extended instructional time
12. Individualize professional development based on the needs of teachers
13. Design an intersession to extend instructional time

Most of the suggestions (#1, 2, 3, 4, 5, 7, 8, 10, 11, 12) were incorporated into the proposal. Others are taken under advisement for consideration in the coming school year.

Other ideas that surfaced were:

The students need more physical activity. This is a common concern with parents and students as well as teachers. Even though East Palo Alto has an after school sports program, all stakeholders of the school community see that Physical Education is an important component in supporting a healthy learning environment.

The calendar needs to be clearly aligned with the priorities in the SIG. Since there has been some success with a double block of Algebra 1, it was suggested that the Algebra 2 be integrated with physics for a double block. Concerns about developing analytic systems that support teaching and learning were expressed, especially as related to a comprehensive data management system.

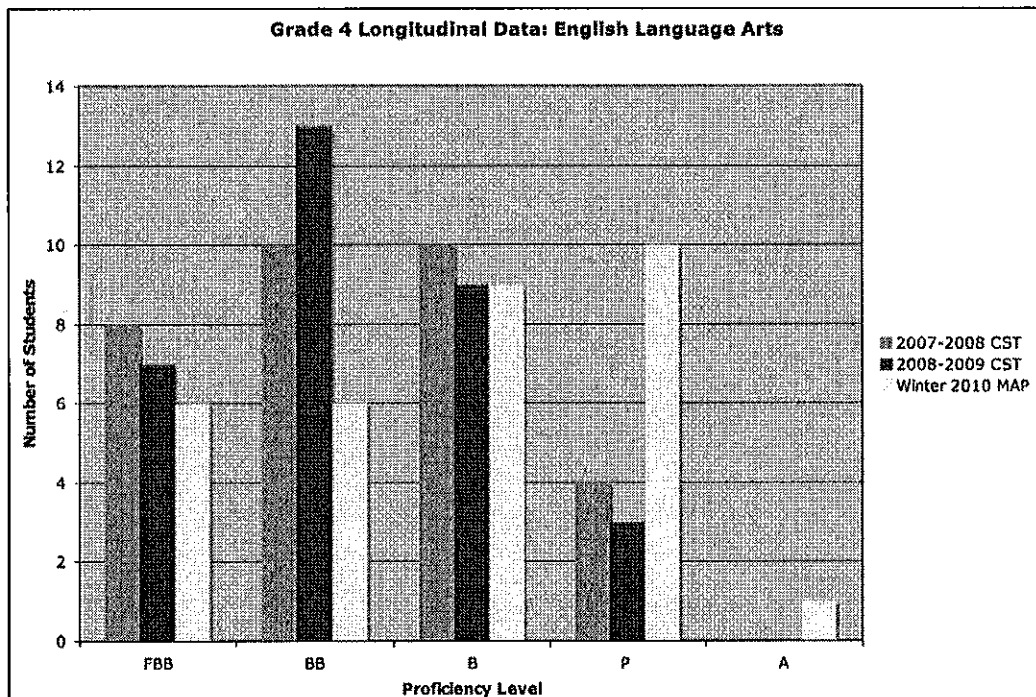
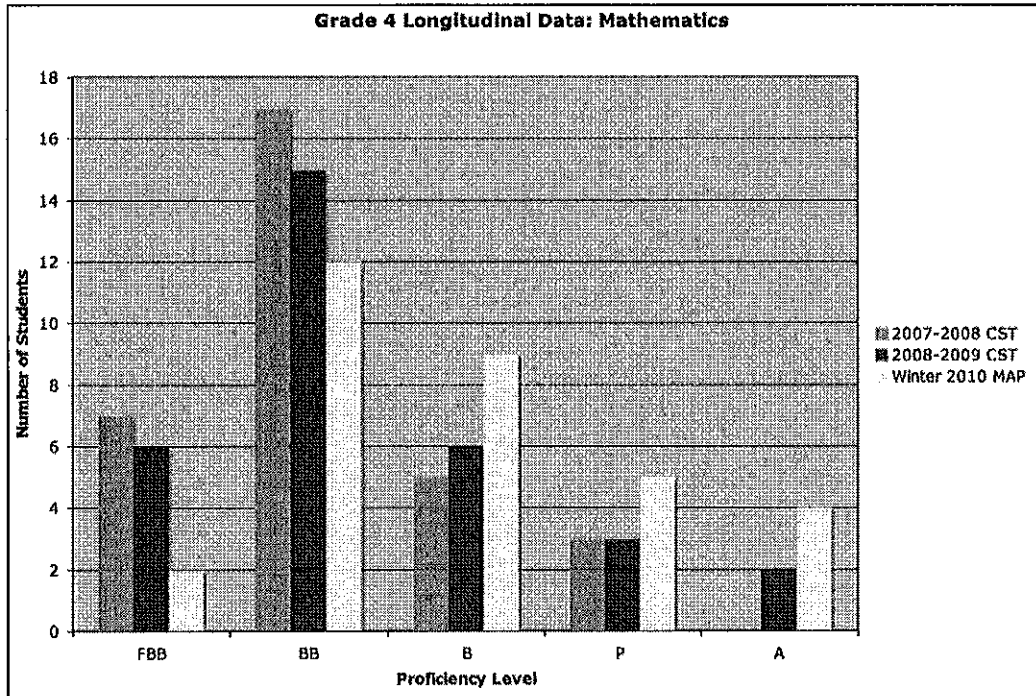
May 26: Stanford New School Board Approval

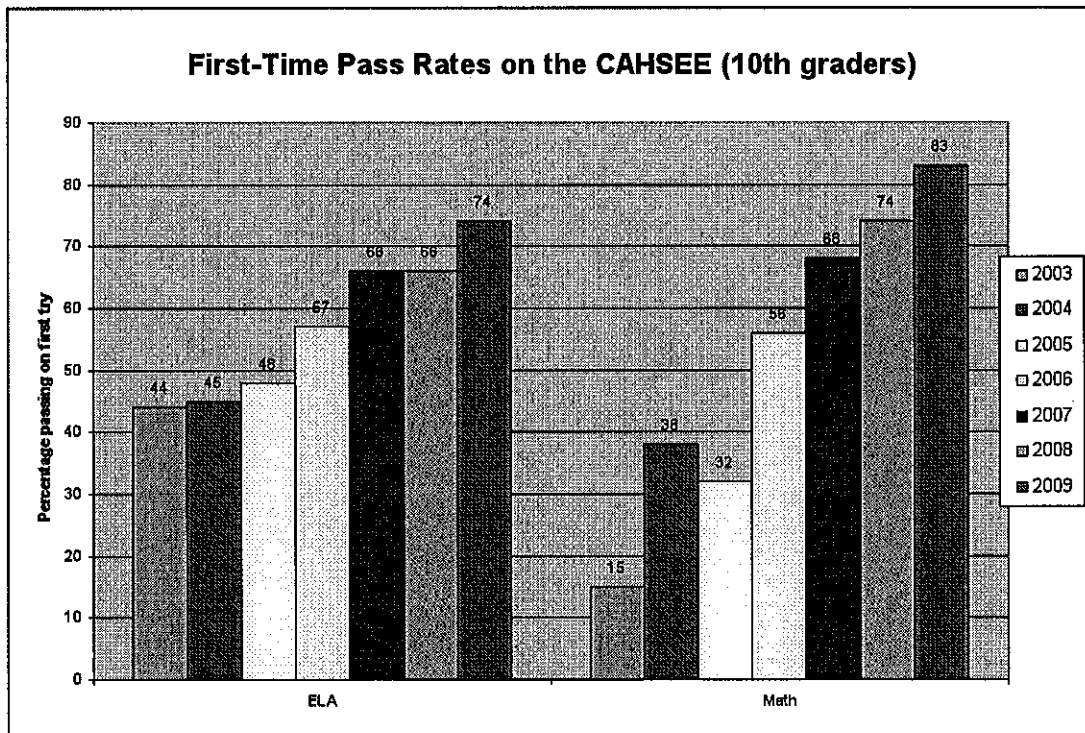
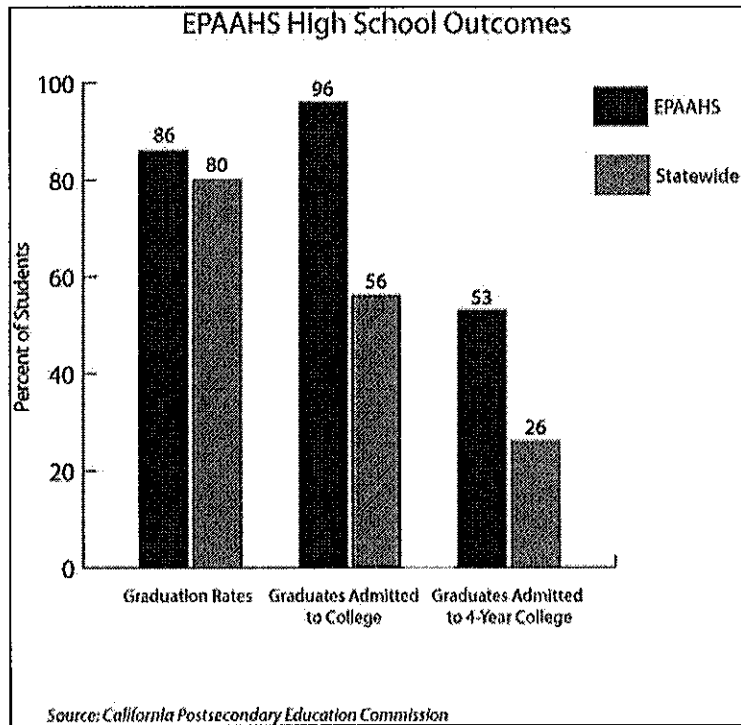
Board Members present: Dean Stipek, Chair and President; Carl Feinstein; Patrick Dunkley; Philip Taubman; Tashia Morgridge; Vijay Shriram; Angela Nomellini; Mindy Rogers; Linda Darling-hammond, Faculty Sponsor. Others present on the conference call: Kevin Sved, CEO and Christelle Estrada, CAO.

Purpose: Approval of the SIG grant

Outcome and Follow-Up: The SNS Board voted unanimously to accept the SIG draft with acceptable revisions to ensure alignment with the SIG rubric. One directive from the board was that we should prioritize those budget items that have high leverage potential to increase student achievement.

Appendix A: Academic Achievement Data





English Language Arts Performance Data by Grade															
Grade	% Far Below Basic			% Below Basic			% Basic			% Proficient			% Advanced		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Grade 2	N/A	22%	20%	N/A	22%	26%	N/A	41%	36%	N/A	15%	18%	N/A	0%	0%
Grade 3	N/A	22%	24%	N/A	N/A	41%	N/A	N/A	24%	N/A	N/A	11%	N/A	N/A	0%
Grade 6	6%	21%	N/A	31%	33%	N/A	45%	25%	N/A	12%	21%	N/A	6%	0%	N/A
Grade 7	N/A	4%	20%	N/A	24%	32%	N/A	44%	20%	N/A	18%	20%	N/A	9%	8%
Grade 8	N/A	N/A	5%	N/A	N/A	31%	N/A	N/A	36%	N/A	N/A	21%	N/A	N/A	8%
Grade 9	17%	12%	13%	28%	26%	41%	34%	44%	34%	19%	15%	9%	2%	2%	4%
Grade 10	12%	12%	22%	21%	42%	23%	43%	37%	41%	21%	8%	13%	3%	1%	3%
Grade 11	36%	31%	26%	28%	30%	27%	31%	31%	40%	5%	8%	6%	0%	0%	0%

Math Performance Data by Grade															
Grade	% Far Below Basic			% Below Basic			% Basic			% Proficient			% Advanced		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Grade 2	N/A	27%	16%	N/A	49%	32%	N/A	17%	30%	N/A	7%	22%	N/A	0%	0%
Grade 3	N/A	N/A	16%	N/A	N/A	46%	N/A	N/A	19%	N/A	N/A	14%	N/A	N/A	5%
Grade 6	8%	21%	N/A	35%	54%	N/A	41%	17%	N/A	12%	13%	N/A	4%	0%	N/A
Grade 7	N/A	7%	29%	N/A	27%	21%	N/A	53%	29%	N/A	13%	13%	N/A	0%	8%
Grade 8	N/A	N/A	5%	N/A	N/A	26%	N/A	N/A	13%	N/A	N/A	41%	N/A	N/A	15%

Grade 9	11%	13%	6%	33%	35%	46%	27%	27%	37%	26%	11%	2%	1%	0%
Grade10	17%	31%	18%	36%	55%	55%	31%	13%	23%	15%	5%	1%	0%	0%
Grade11	73%	40%	40%	20%	53%	58%	6%	3%	0%	2%	2%	0%	0%	0%

CST English Language Arts, 9 th Grade							
	All Students		English Language Learners		English Proficient		
	Total (N)	% Basic or above	Total (N)	% Basic or above	Total (N)	% Basic or above	
2006	86	53%	68	50%	18	72%	
2007	88	48%	54	31%	34	73%	
2008	82	59%	49	45%	33	88%	
2009	79	50%	45	49%	24	70%	

CST English Language Arts, 10 th Grade							
	All Students		English Language Learners		English Proficient		
	Total (N)	% Basic or above	Total (N)	% Basic or above	Total (N)	% Basic or above	
2006	71	46%	52	43%	19	56%	
2007	71	48%	49	45%	22	59%	
2008	75	35%	39	24%	36	70%	
2009	79	56%	46	44%	31	62%	

CST English Language Arts, 11 th Grade						
	All Students		English Language Learners		English Proficient	
	Total (N)	% Basic or above	Total (N)	% Basic or above	Total (N)	% Basic or above
2006	56	34%	51	35%	5	25%
2007	59	38%	32	31%	27	45%
2008	61	39%	40	30%	21	57%
2009	62	47%	24	42%	38	50%

CST Algebra I, 9 th Grade						
	All Students		English Language Learners		English Proficient	
	Total (N)	% Basic or above	Total (N)	% Basic or above	Total (N)	% Basic or above
2006	83	42%	66	39%	15	53%
2007	88	46%	54	34%	33	69%
2008	76	55%	49	45%	32	75%
2009	85	42%	51	45%	17	38%

CST Geometry, 10 th Grade						
	All Students		English Language Learners		English Proficient	
	Total (N)	% Basic or above	Total (N)	% Basic or above	Total (N)	% Basic or above
2006	54	19%	40	17%	14	21%
2007	43	9%	29	10%	14	7%
2008	55	16%	31	19%	24	13%

2009	81	23%	46	15%	22	49%
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CST Algebra II, 11th Grade						
	All Students		English Language Learners		Non ELL or English Proficient	
	Total (N)	% Basic or above	Total (N)	% Basic or above	Total (N)	% Basic or above
2006	28	0%	26	0%	2	0%
2007	34	3%	17	0%	17	6%
2008	28	4%	18	6%	10	0%
2009	34	9%	15	13%	16	6%

CST Integrated Science, 9th Grade						
	All Students		English Language Learners		English Proficient	
	Total (N)	% Basic or above	Total (N)	% Basic or above	Total (N)	% Basic or above
2006	85	46%	68	41%	17	66%
2007	89	25%	53	13%	36	43%
2008	82	40%	49	26%	33	61%
2009	79	34%	61	31%	9	44%

CST Biology, 10th Grade						
	All Students		English Language Learners		English Proficient	
	Total (N)	% Basic or above	Total (N)	% Basic or above	Total (N)	% Basic or above
2006	61	52%	44	59%	17	34%

2007	65	65%	44	59%	21	78%
2008	70	70%	35	58%	35	82%
2009	80	63%	44	43%	25	92%

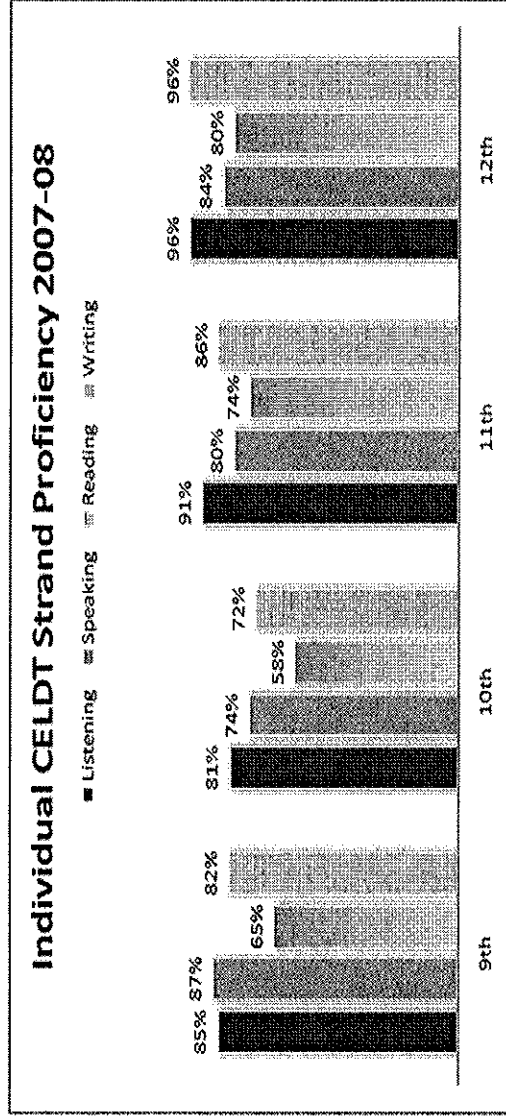
CST Chemistry, 11th Grade

	All Students		English Language Learners		English Proficient	
	Total (N)	% Basic or above	Total (N)	% Basic or above	Total (N)	% Basic or above
2006	51	31%	46	23%	5	0%
2007	53	21%	29	7%	24	38%
2008	51	31%	34	32%	17	29%
2009	49	37%	18	50%	28	29%

Early College Course Enrollments

Year	Courses Offered	Number of Students Enrolled
2007-2008	S1: Five courses S2: Five courses	134 students 143 students
2008-2009	S1: Five courses S2: Five courses	96 students 120 students
2009-2010	S1: Six courses	190 students

California English Language Development Test (CELDT)



SIG Form 4a-LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010-11

Name of LEA: Stanford New School	
County/District (CD) Code: 41-68999-0109561	
County: San Mateo	
LEA Contact: Kia Darling-Hammond	Telephone Number: 650-847-1203 x331
E-Mail: kdarlinghammond@stanfordschools.org	Fax Number: 650-847-1232
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010-11	FY 2011-12	FY 2012-13
1000- 1999	Certificated Personnel Salaries Grant Coordinator	50,000	51,500	53,045
2000- 2999	Classified Personnel Salaries			
3000- 3999	Employee Benefits	14,000	14,420	14,853
4000- 4999	Books and Supplies			
5000- 5999	Services and Other Operating Expenditures			
6000- 6999	Capital Outlay			
7310 & 7350	Indirect Costs @ 4.4%	2,816	2,900	2,987
Total Amount Budgeted		66,816	68,820	70,885

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Stanford New School	
County/District/School (CDS) Code: 41-68999-0109561	
LEA: Stanford New School	
LEA Contact: Kia Darling-Hammond	Telephone Number: 650-847-1203 x331
E-Mail: kdarlinghammond@stanfordschools.org	Fax Number: 650-847-1232
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1100	1 FTE Literacy coach	80,000	82,400	84,872
1100	1 FTE ELD coach	80,000	82,400	84,872
1100	15 days of professional development	57,750	59,483	61,267
1100	Tutoring: Program Coordinator@ .25	18,750	19,313	19,892
1100	Summer school: 8 teachers for 6 weeks instruction		60,000	61,800
1100	Saturday / Afterschool: Coordinator at .5 FTE, salaries	30,000	30,900	32,782
1100	Saturday / Afterschool: 40 hrs teacher time per week	64,000	65,920	67,904
1100	Additional days of instruction	38,000	58,710	60,471
1100	Performance Incentives for new teacher evaluation system	66,000	66,000	66,000
1300	Summer school: Coordinator for 8 weeks		16,000	16,480
2100	Tutoring: College Tutors	33,120	34,114	35,137
2100	Tutoring: Peer tutors	36,800	37,904	35,137
2200	Wraparound Services: Social Worker	65,000	66,950	68,959
2400	Data Manager at .5 FTE Salaries	40,000	41,200	42,436

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Stanford New School

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
*3000	Benefits (Certificated and Classified)	170,638	212,782	228,783
4300	Sat / Afterschool: Instr. Materials	12,000	2,000	2,000
*4300	Tutoring: Instructional Materials	7,916	7,000	7,000
4300	Summer school Materials		8,000	6,000
*5800	Professional Development Consultants and workshop fees	10,000	12,500	8,096
5800	Tutoring: Consulting for Program Design and Evaluation	12,000	10,000	10,000
5800	Saturday / Afterschool: Consulting for Program Design and Evaluation	12,000	10,000	10,000
5800	Summer school: Consulting for Program Design and Evaluation		12,000	10,000
5800	Mental Health Services	50,000	50,000	50,000
*5800	Behavior Support Training (PBIS)	5,000	10,000	10,000
5800	Computer Licenses for Cognitive Tutor for 300 students	13,500	13,500	13,500
*5800	Data Management / Benchmarking System,w/ professional development	25,000	23,944	15,000
6400	64 laptop Computers for math instruction	83,642		
6400	2 Laptop carts	3,924		
*7310	Indirect Costs @ 4.4%	40,809	48,093	48,769
*Total Amount Budgeted		1,055,849	1,141,113	1,157,157

*Denotes line items adjusted to budget in line with CDE recommended funding amount.

SIG Form 5a-LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
To help ensure that all of planned SIG activities programs are effectively staffed and implemented, and evaluated, a grant coordinator will be hired at 0.5 FTE of a \$100,000 administrative salary with a 3% annual increase for 3 years.	197,818	1300
Indirect costs of 4.4% will be incurred to support SIG activities.	8,704	7310

SIG Form 5b–School Budget Narrative**School Budget Narrative**

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Stanford New School

Activity Description (See instructions)	Subtotal (2010-13) (For each activity)	Object Code
Hiring a full-time literacy coach at \$80,000 with a 3% increase per annum for 3 years to support teachers in improving literacy instruction across the curriculum.	247,272	1100
Paying 22 teachers at \$175/day to participate in 15 days of professional development for 3 years to strengthen their teaching strategies with a COLA increase of 3% each year.	178,500	1100
Staffing the Tutoring Program with a Coordinator at 0.25 FTE of a \$70,000 teacher salary with a 3% increase per annum for 3 years to organize and implement the program.	57,955	1100
Utilizing peer tutors to provide 80 hours of tutoring each week for 46 weeks at \$10/hr with a 3% increase per annum for 3 years.	109,841	2100
Providing tutoring services with college tutors to at 40 hours/week for 46 weeks at \$18/hr with a 3% increase per annum for 3 years.	102,371	2100
Contracting services to support the design and evaluation of the tutoring program at \$12,000 in year 1 and \$10,000/yr in years 2 and 3.	32,000	5800
*Purchasing of \$21,916 of instructional materials for the tutoring program over the 3 years, \$7,916 in year 1 and \$7,000/year in years 2 and 3.	21,916	4300
Hiring a full-time ELD coach at \$80,000 with a 3% increase per annum for 3 years to assist teachers in strengthening the instruction provided to ELD students	247,272	1100
Purchasing Cognitive Tutor to support strategic interventions in math for 300 students at \$45/year per student for 3 years.	40,500	5800
Buying 60 laptop MAC computers at \$1,307 each (includes applecare) so that all math classes can utilize this program twice a week	83,642	6400

*Denotes line items adjusted to budget in line with CDE recommended funding amount.

SIG Form 5b–School Budget Narrative**School Name:** Stanford New School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Buying 2 computer carts for the laptop computers at \$1,962 each.	3,924	6400
Hiring a Summer Program Coordinator at \$2,000/wk for summer 2011 and 2011 and with a 3% increase for year 2 to work full-time for 8 weeks to implement the summer program.	32,480	1300
Staffing the summer program with 8 teachers to work 6 hours a day for 6 weeks to teach summer school classes at \$7,500 in 2011 with a 3% increase in 2012.	121,800	1100
Buying \$8,000 of instructional materials to support the summer program in 2011 and \$6,000 in year 2.	14,000	4300
Contracting consulting support for program design and evaluation at \$12,000 in 2011 and \$10,000 in 2012.	22,000	5800
Hiring a teacher at 0.5 FTE of \$60,000 with a 3% increase per annum for 3 years to oversee the Saturday /after school program.	93,682	1100
Providing teacher compensation for 40 hours a week for 40 weeks over 3 years at an hourly rate of \$40 in 2010-11 with a 3% salary adjustment each year to teach in after school and Saturday classes	197,824	1100
Purchasing standards-aligned instructional materials for use in the Saturday/afterschool program at \$12,000 in year 1 and \$2,000 in each of the following years.	16,000	4300
Contracting consulting services to support program design and evaluation of the Saturday / After School Program at the rate of \$12,000 the first year and \$10,000 in each of the subsequent years.	32,000	5800
Adding instructional days to the school calendar to increase student learning time by increasing teacher contract days and related compensation by 4 in 2010-11 and by 6 beginning in 2011-12. Based on the average daily rate of all teaching staff, this rounds to \$9,500 /day with a 3% adjustment for years 2 and 3.	157,181	1100
Hiring a full-time social worker to coordinate services for students and families at a salary of \$65,000 with a 3% increase per annum for 3 years.	200,909	2200
Contracting with the Lucille Packard Children's Hospital and Mental Research Institute of Palo Alto, California to provide a wide range of mental health services to students and families at \$50,000 a year.	150,000	5800

SIG Form 5b–School Budget Narrative**School Name:** Stanford New School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
*Contracting the services of Positive Behavior Intervention Supports to provide training to teachers in implementing a curriculum to teach community-building and conflict resolution skills at \$5,000 in 2010-11 and \$10,000 in years 2 and 3.	25,000	5800
Hiring a data management specialist at 0.5 FTE of \$80,000 with a 3% increase per annum for 3 years to support the instructional team by tracking and aggregating student data.	123,636	2400
Purchasing a data management and benchmarking system system to support continuous improvement of instruction based on student learning results along with professional development services at \$25,000 in year one, \$23,944 in year 2, and \$15,000 in year 3.	63,944	5800
Providing teachers compensation incentives to foster recruitment and retention, increase their core competencies, and improve the quality of their instruction at an average of \$3,000 per teacher for 3 years.	198,000	1100
*Paying consultants and workshop fees to provide professional development training to teachers in, literacy, English Language Development, and use of technology at a cost of \$10,000 in year 1, \$12,500 in year 2, and \$8,096 in year 3.	30,596	5800
*Providing benefits to all staffing proposed in the SIG calculated at the blended rate of 28% of salaries for year 1, 29.5% in year 2, and 31% in year 3. Benefits to certificated and classified employees are similar.	612,203	3000
*Eligible expenses of the grant multiplied by 4.44% determines the maximum allowable indirect costs that can be charged to the grant. SNS will not spend over \$137,671 on indirect costs over the 3 years.	137,671	7310

*Denotes line items adjusted to budget in line with CDE recommended funding amount.

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - Establishing an on-going drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace
 - The grantee's policy of maintaining a drug-free workplace
 - Any available drug counseling, rehabilitation, and employee assistance programs
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - Abide by the terms of the statement
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

675 BAY ROAD
Menlo PARK, CA 94025

Check [] if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: STANFORD NEW SCHOOL

Name of Program: SCHOOL IMPROVEMENT GRANT

Printed Name and Title of Authorized Representative: KEVIN SVED, CEO

Signature: Kevin Sved Date: 7-2-10

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, May 05, 2010

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- Lobbying Certification**
- No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
 - If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
 - The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: STANFORD NEW SCHOOLS
 Name of Program: SCHOOL IMPROVEMENT GRANT
 Printed Name and Title of Authorized Representative: KEVIN SVED, CEO
 Signature: Kevin Sved Date: 6-30-10

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
 1430 N Street
 Sacramento, CA 95814

Last Reviewed: Tuesday, February 24, 2009

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: STANFORD NEW SCHOOLS
Name of Program: SCHOOL IMPROVEMENT GRANT
Printed Name and Title of Authorized Representative: KEVIN SVED, CEO
Signature: Kevin Sved Date: 7-2-10

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Tuesday, February 24, 2009

SIG Form 7--Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).


SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7-Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Stanford New School
Authorized Executive:	Kevin Sved
Signature of Authorized Executive	

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9—Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
			Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP				
Stanford New School	41-68999-0109561	11431	X						X			\$3,354,118

SIG Form 10—Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Stanford New School		Tier: <input type="checkbox"/> I or <input checked="" type="checkbox"/> II (circle one)			
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation					
Total FTE required: 3.5 LEA 31 School _____ Other _____					
Required Component Acronym	Services & Activities	Timeline (month/Year)	Projected Costs 2010-13 School LEA	Resources	Oversight
TA	Restructure organization and hire CEO to support school	5/10	180,000	Private Funding (cost is difference from previous administrator)	Board of Directors
RP, OF, RPR	Replace Principal. Hold new Principal accountable based on student outcomes.	5/10	60,000	Private funding provided hiring incentives	CEO
ES, IRR, RPR	Implement new system for faculty evaluation and compensation	8/10	253,440	SIG	CEO
FCE	Hire Parent Liaison to support parent engagement	8/10-6/13	47,476	*Private funding	Principal
PD	Provide training and support to staff in PBIS (Behavior Support Program)	8/10 – 6/13	40,000	SIG	College Guidance Counselor
ILT	Increase number of instructional days by 4 in 2010-11, and by 6 in 2011-12 and beyond	8/10	201,192	SIG Funding for teachers, State for Administrators' time as part of regular salaries	Board, CEO

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

School: Stanford New School Tier: <input type="checkbox"/> I or II (circle one) Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation Total FTE required: 3.5 LEA 31 School _____ Other _____						
Required Component Acronym	Services & Activities	Timeline (month/Year)	Projected Costs School	Projected Costs LEA	Resources	Oversight
TA	Hire Grant Coordinator to provide technical assistance in implanting improvement activities	8/10 to 9/10		197,818	SIG	CEO, Principal
PD	Provide teachers 15 days/year of professional development in literacy and ELD strategies, behavior support curriculum	Starts 8/10 and through 6/13	228,479		SIG Funding for teachers, State for Administrators' time as part of regular salaries	Principal
ILT	Implement Saturday/After School program. Design program details, hire coordinator, identify teachers, purchase standards-aligned materials	Design 8/10, Staff 9/10, start 10/10	421,127		SIG for direct program costs, private funding to support Vice Principal	Vice Principal, Saturday / After School Coordinator
IP	Hire Academic Literacy Teacher to provide class to 9 th grade students	9/10	257,163		*Private funding	Principal
IP	Contract with Canada College to expand early college classes on EPAAHS campus by 2 each semester in 10/11 and 3 in 11/12	8/10	80,000		Private funding for Early College Director and added classes /semester*	Early College Director, Principal
			181,280			

SIG Form 10–Implementation Chart for a Tier I or Tier II School
SIG Form 10–Implementation Chart for a Tier I or Tier II School

School: Stanford New School Tier: ☐ I or ☒ II (circle one)
Intervention Model: ☐ Turnaround ☐ Restart ☒ Closure ☒ Transformation

Total FTE required: 3.5_LEA 31_School ____ Other ____

Required Component Acronym	Services & Activities	Timeline (month/Year)	Projected Costs 2010-13 School LEA	Resources	Oversight
IP	Purchase Cognitive Tutor for 300 students, train math teachers, purchase 64 computers, implement program in math classes	9/10	128,066	SIG for Program Stanford In-Kind for consultation Private funding provides tech support	Prof. Shelley Goldman, Math Dept., Systems Admin
SD	Hire data management specialist to support data collection and analysis	9/10	158,254	SIG funds the position,	Faculty Sponsor, CEO
PD	Hire ELD Coach to provide training and support to staff in serving ELD students, purchase Milestones Curricula	9/10	326,508	*SIG Funding for coach, State funding for teachers, Title III funds for materials	Principal
PD	Hire Literacy Coach to support staff in meeting student needs	10/10	320,508	SIG funds the position, state funds the oversight	Principal
ILT, FCE	Hire Social Worker to support students and families and connecting to services	9/10-10/10	257,163	SIG funds the position, private source the oversight	College Guidance Counselor
ILT, FCE	Contract services of Lucille Packard Children's Hospital to provide mental health services to students and families	9/10-6/13	150,000	SIG Funds	Special Education Coordinator

School: Stanford New School		Tier: <input type="radio"/> I or <input type="radio"/> II (circle one)			
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation					
Total FTE required: <u>3.5</u> LEA <u>31</u> School <u>Other</u>					
Required Component Acronym	Services & Activities	Timeline (month/Year)	Projected Costs 2010-13 School LEA	Resources	Oversight
IP, ILT	Implement Tutoring Program. Design program details, hire coordinator, hire college tutors, train peer tutors, purchase materials	Design 9/10, Staff 10/10, start 11/10	404,726*	SIG	Prof. Connie Juel, Vice Principal, Tutoring Coordinator
PD	Contract services to provide training, including Literacy, teacher, Collaboration, and cooperative learning	From 8/10	165,000	*Value of services provided in-kind from Stanford Faculty	Principal, Faculty Sponsor
PD, RPR	Professional development workshops to enhance staff effectiveness	From 8/10	30,595*	SIG	Principal, Faculty Sponsor
ILT	Implement Summer Program. Design program details, hire coordinator, hire teachers, purchase materials	Design 1/11, Staff 3/11, start 6/11	234,478	SIG will provide funding	Vice Principal, Summer Program Coordinator